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ABSTRACT

This publication contains analyses of elementary and secondary social studies textbooks, supplementary classroom materials, and teacher resource materials. The purpose of the publication is to provide analyses of curriculum materials which will allow K-12 school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community. The kind of information provided in each analysis includes purpose, intended users and uses, content, and teaching methods. Some evaluative information is also included. The analyses of curriculum materials are divided into sections by grade level. The first major section of the book describes elementary curriculum materials. Four textbooks or textbook series are analyzed. A "Supplementary/Multimedia Materials" category contains nine analyses. Many of the materials in this category are based on sound filmstrips, audiocassettes, simulation, or a multimedia approach to teaching. The second major section of the book is devoted to secondary (7-12) curriculum. Twenty-seven analyses of textbooks are presented, along with 13 analyses of supplementary materials. The third section includes 23 short analyses of teacher resource materials, most of which provide practical suggestions and ideas for classroom teachers. (Author/RM)

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DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES

Volume 6

Edited by Laurel R. Singleton

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Laurel R. Singleton

INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions which are answered--to the extent that reliable information is available--in the Data Book of Social Studies Materials and Resources (formerly the Social Studies Curriculum Materials Data Book).

Our objective is to provide analyses of curriculum materials which will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound version of the Data Book. The paperbound version will give periodical

updates to the previous volumes. This third annual volume is funded as an Information Analysis Product of the ERIC Clearinghouse for Social Studies/Social Science Education, whose contract is held by the SSEC.

Organization of the Data Book

This year, for the first time, analyses of curriculum materials in the Data Book are divided into sections by grade level. Thus, the first major section of the book contains 13 two-page analyses of elementary (K-6) social studies materials, arranged in two categories. "Textbooks" contains 4 analyses of commercially developed or federally funded textbooks or textbook series. "Supplementary Materials" contains 9 analyses. Many of the materials in this category are based on sound filmstrips, audiocassettes, simulation, or a multimedia approach to teaching. The second major section of the book is devoted to secondary (7-12) curriculum materials; 27 analyses of textbooks are presented, along with 13 analyses of supplementary materials. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section.

The third section of the Data Book includes 23 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended users and uses, and contents of the subject book. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. The abstracts published here are adapted from those published in Resources in Education (RIE).

All entries are numbered consecutively throughout the Data Book. Each entry is indexed in the back of the book by author/editor/developer, grade level, publisher, and subject area.

Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grades K-12 and must fit into one of the following categories: textbooks, supplementary curriculum materials, teacher resource materials, and ERIC documents. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

For a number of years, an attempt was made to analyze all new elementary series but only selected secondary texts. Over the past two years, however, comments from users have caused us to move toward inclusion of all secondary texts as well, subject to space and availability limitations. Revised editions of texts are usually included only if the revisions are major. This year, however, as part of the move to include all new secondary texts, the Data Book includes a number of analyses of revised editions of secondary texts that were not analyzed when they were first published.

In the supplementary materials category, only a portion of the many new materials published each year can be included in the Data Book. As a general rule, we select materials that represent a cross section of subject areas, types of materials, teaching strategies, and publishers. When possible, we seek to include materials that use innovative approaches to teaching and learning. The Data Book does not include analyses of films unless they are part of a larger curriculum package. Similarly, single filmstrip/cassette programs are not included unless they are part of a larger package.

Materials selected for analysis in the teacher resource section must have some practical classroom application. This criterion also applies to documents selected from the ERIC system, most of which are curriculum guides or short units.

USING THE DATA BOOK

The Data Book is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the Data Book analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials which meet their preliminary criteria for selection.

Analyses of Curriculum Materials

The sections of the Data Book presenting analyses of elementary and secondary materials are organized in the same way. Analyses of textbooks--arranged in alphabetical order by title--are followed by analyses of supplementary materials. The supplementary materials are further subdivided into print materials, multimedia materials, and games and simulations. Within each of these subcategories of materials, the analyses are presented in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book (page 185). If a set of materials is available from someone other than the publisher, the complete address of that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however, in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching and/or gaming procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

Analyses of Teacher Resource Materials

The analyses of books for teachers are arranged alphabetically by title. Each analysis includes a heading listing the authors or developers, publisher, publication date, grade level, a description of the materials and cost, and the subject area. The analysis describes the purpose of the publication, ways it can be used, and the content.

Analyses of ERIC Documents

Abstracts of 20 curriculum guides or units available through the ERIC system are included, arranged alphabetically by title. For each, the ED number* is included, as are author/developer information, the date of the document, ordering information, grade level, and subject area.

To order microfiche (MF) copies of any ERIC document, write to the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Paper copies (PC) of some ERIC documents may also be ordered from EDRS. When paper copies are not available from EDRS, the ordering source is given with the citation.

When ordering from EDRS, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Add postage to the MF or PC price at the rate of $[illegible].14 for up to 75 microfiche or paper copy pages. Add $0.31 for each additional 75 microfiche or pages. One microfiche contains up to 96 document pages.

Approximately 600 libraries throughout the United States subscribe to ERIC. If there is an ERIC microfiche collection at a nearby university library or school resource and service center, you might prefer to look over specific documents there before ordering.

Indexes

The curriculum materials analyses, teacher resource descriptions, and ERIC documents are numbered consecutively throughout the Data Book. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

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*Some of the ERIC documents did not have ED numbers assigned to them when the Data Book went to the printers. For these materials a clearinghouse code is provided. (Example: SO 012 041.) To get the ED number from the clearinghouse code, go to a library that subscribes to ERIC. The monthly ERIC index Resources in Education contains an index that cross-references the temporary ERIC clearinghouse accession number to the permanent ERIC document (ED) accession number. Cost information on these documents will also be available in RIE.

A Word About the Fry Graph for Estimating Readability

For textbooks and supplementary books analyzed in the Data Book, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability (see page 9). The reported reading level is an average of the reading levels of six randomly selected passages throughout the book. For example, the passages in one eighth-grade text may range from fifth to 11th grade and another eighth-grade text may contain sample passages only ranging from seventh to ninth grade. Yet, based on the Fry graph, both have an average reading level of eighth grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used. (Many publishers prefer the Dale-Chall scale to the Fry graph.)

We have elected to use the Fry graph primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) No special provisions are made for proper names. (4) The Fry scale does not take into consideration teaching reading in context; for example, use of phonetic respellings or definitions of a word within a sentence in the passage. For these reasons, we strongly urge you not to select or eliminate any book you are considering based on the Fry reading analysis alone. We include this reading analysis simply to give you an idea of the average reading level of the text. It should not be relied upon as the sole basis for selection or nonselection.

SSEC staff conducted an ERIC search on the Fry graph. No research was reported related to reading level variation within a single textbook and how that variation affects the validity of the Fry formula. Several related articles were reported, however.

One study, "An Application of Romey's Involvement Index and a Standard Reading Formula to Representative 'Modern' and 'Traditional' Science Textbooks for Grades 7-10," by Richard K. Fletcher, Jr. (ED 103 276), indicated "a considerable range of readability level within some textbooks as well as from one text to another." The study concluded that the "effects of such variation on comprehension would be of interest and could be of sufficient concern to cast doubt on the blind adherence to readability formulas as screening devices for textbook selection."

Another study, "A Readability Analysis of Reading Materials Used in Adult Basic Education," by Thomas A. Rakes (ED 067 627), found that "formula estimates, teacher judgments, and publisher ratings regarding readability levels do not consistently support each other when measuring the readability of instructional materials." The writer recommended using a combination of reading formulas and concluded that "direct assess-

ment of readability without consideration of such variables as author's style, readership characteristics and grammatical complexities will not necessarily afford a grade level estimate of consistently high utility...."

In our own study of the Fry Graph for Estimating Readability, we generally found that the more samples taken from a text, the greater variability in the reading level of the samples. Using 16 sets of textbooks we took ten 100-word samples from each. Counting only the first three samples taken, seven of the texts showed a variation of three grade levels or less. Only two texts showed a variation of nine or more grade levels. When we used the first five samples taken, only three texts showed a variation of three grade levels or less and five texts showed a variation of nine or more grade levels. Using all ten samples, only one text showed a variation of three grade levels or less, while six showed variations of nine or more grade levels. This great variability reflects, in unknown proportions, actual variability in reading level in the texts plus variability attributable to the Fry test.

We feel that available research supports our belief that textbook selection or nonselection should not rest on reported readability levels alone.

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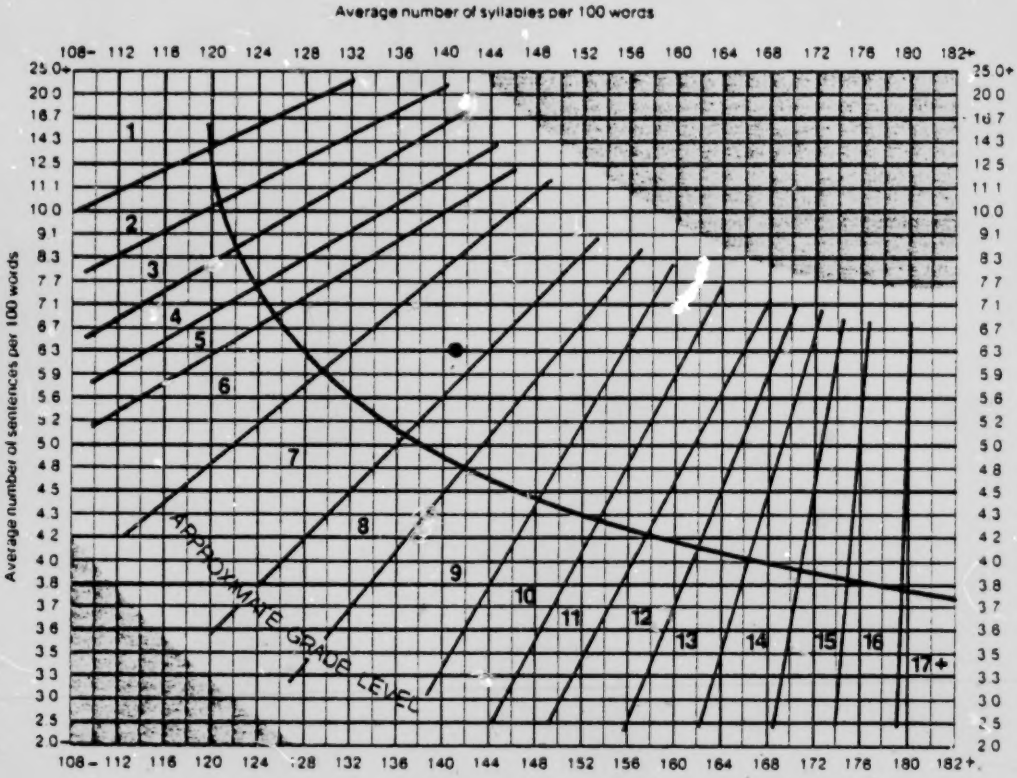
GRAPH FOR ESTIMATING READABILITY — EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

ANALYSES OF ELEMENTARY CURRICULUM MATERIALS

TEXTBOOKS

Entry No.	Title	Page No.
1	Bowmar/Noble Social Studies	15
2	Exploring Our World	17
3	Houghton Mifflin Social Studies	19
4	Living in Our World	21

1. BOWMAR/NOBLE SOCIAL STUDIES

Publisher:	Bowmar/Noble Publishers, Inc.
Publication Date:	1980
Grade Level:	1-6
Materials and Cost:	6 texts, hardbound, 152 to 447 pp, $6.00 to $9.96; teachers' editions, hardbound, 166 to 463 pp, $8.76 to $12.96; tests (2-6), duplicating masters, $9.00 per grade level
Subject Area:	Interdisciplinary social studies

Overview

The Bowmar/Noble Social Studies series is a program for students in grades 1-6. The series includes a student text and teacher's edition for each grade level; test materials on duplicating masters are available for grades 2-6. A revision of the Noble and Noble Man and His World series, this edition is distinguished by a series title change, new consultants, new book covers, and minimal updating of visuals and content. Revisions are not substantial enough to prohibit using these 1980 texts in classrooms retaining the earlier program. The content of the series is based on the expanding environments approach to social studies. Teaching procedures focus primarily on reading, review, and discussion, with attention given to developing thinking, map and globe, and reading skills. Although the program includes some innovative features such as modified case studies, it is most appropriate for schools desiring to teach elementary social studies with a traditional approach and without the need for inservice preparation of teachers.

Required or Suggested Time

Each text in this series is intended to provide one full year's work. The number of units in the texts ranges from eight to ten, with units subdivided into lessons. Although the amount of time necessary to complete lessons is not specified, most lessons at lower grade levels could probably be completed in one or two days. At upper grade levels, lessons generally require two or more days to complete. Introductory and follow-up material for each unit contains suggestions for activities to extend or enrich lessons.

Intended User Characteristics

This series is designed for "typical" elementary students in "typical" heterogeneous classrooms. In their visuals and content, the texts reflect a multiethnic society and generally avoid sex stereotyping.

Sensitive to the reading problems experienced by many of today's students, the series developers state that they have prepared the books "at or below" grade level in their readability. However, applying the Fry readability formula, this analysis found the third- and fifth-grade texts to be more than a level above their designated grade level in readability. Activities to develop and strengthen reading skills are included throughout the series.

The teachers' editions of the series are complete and easily understood. No inservice training would be required to guarantee their successful use by most teachers.

Rationale and General Objectives

Developers of this textbook series define as its major objective "the practical teaching of basic social studies and

Data sheet by Sharryl H. Hawke.

reading skills." Acknowledging the new social studies movement of the 1960s, the developers describe their approach as one which utilizes the lessons learned from the 1960s while also addressing more current concerns of the social sciences and reading. Specific lessons learned from the new social studies and applied in this series are listed as the presentation of factual material through interesting narrative, the judicious selection of primary source materials which are then edited for comprehensible reading, use of good illustrations in concept learning, inclusion of multilevel questioning strategies to help students progress through various levels of critical thinking, and development of teacher materials which guide the teacher without stifling creativity.

Content

The content presented in the Bowmar/Noble series follows the traditional expanding environments arrangement.

In the grade 1 text, You and Your Family, students are introduced to the concept of family and encouraged to examine their self-perceptions within the context of their family. Basic geography skills and historical perspective are also included. Groups and Communities, the grade 2 text, expands students' learning to an exploration of natural resources, tools and work, and human groups. The concept of "community" is introduced by looking at the historical development of U.S. cities. In the grade 3 text, Cities and Suburbs, the study of community is continued. At this level students examine communities around the world, focusing on such dimensions as transportation, government, and people patterns.

Drawing primarily from geographic concepts, the grade 4 text, People and the Land, focuses on eight world geographic/cultural areas. The emphases are on terrain, products, people, and historical development of these areas. Many Americans, One Nation, the fifth-grade text, offers a traditional survey presentation of U.S. history. Grade 6, People and Culture, engages students in examining seven cultural areas of the world. For each area, a modified case study of a particular group of people or of a political-economic concept is included.

Throughout the six levels of the program, skill development is organized into three categories: social studies skills (e.g., comparing and contrasting, generalizing), map and globe skills, and reading skills.

Teaching Procedures

Teaching suggestions are presented in oversized teachers' editions containing information in margins on appropriate student pages. For each lesson teachers are presented knowledge and skill objectives (in grades 1-3 value objectives are also given for some lessons). In a section labeled "Introduction," a suggestion for introducing the lesson is provided; "Lesson Development" describes a procedure for meeting the lesson objectives; most lessons conclude with an "Activities" section in which additional group and individual activities are suggested. Background information which teachers may need is included in the "Lesson Development" sections. Teaching procedures suggested in the lessons tend to focus on reading, review, and discussion.

Units in all the teachers' editions are introduced with special teacher information, often focusing on reading skills and enrichment. The units are concluded with evaluation suggestions.

Evaluative Comments and Suggestions

Although the developers of this series have sought to blend traditional and modern approaches to social studies, the series is more weighted toward the traditional in both content and teaching procedures. For teachers wishing to introduce historical perspectives earlier than is done in most series, this program will appeal because it includes fairly substantial historical content in the primary grades. More attention is also given to the concept of community in this series than in others. Although the texts have a relatively attractive format, their appeal is limited by the inclusion of numerous dated photos.

2. EXPLORING OUR WORLD

Authors:	Various
Publisher:	Follett Publishing Co.
Publication Date:	1980
Grade Level:	1-7
Materials and Cost:	7 texts, hardbound, 144 to 480 pp, $5.94 to $9.60; annotated teachers' editions, hardbound, 239 to 604 pp, $8.79 to $12.45 (supplementary materials include worksheet duplicating masters for grades 1 and 2, workbooks and unit tests for grades 3-7)
Subject Area:	Interdisciplinary social studies

Overview

Labeled by its publisher as "the most widely used social studies program for grades 1-7," Follett Publishing Company's Exploring Our World, copyright 1980, is the latest revision of a well-established elementary series. Although some facts have been updated, some skill activities added, and some visuals changed, the series is not a major revision of the 1977 edition. Following the expanding environments arrangement of content, the series includes seven student textbooks. Also included in the program are worksheet or workbook materials for each grade level and unit tests for grades 3-7.

Required or Suggested Time

This series is composed of seven textbooks, each containing sufficient information for a full year of social studies instruction. Texts are divided into units of study, which are further divided into lessons. The amount of time required for some lessons is suggested by the series developers in introductory teacher material; lessons seem to be planned to accommodate the typical time periods allotted to social studies at the different grade levels. Extension activities suggested in the teachers' editions and workbook activities could lengthen lessons.

Intended User Characteristics

The intended audience for this series is students in grades 1-7. The offering of alternative texts at the sixth- and seventh-grade levels is unusual among elementary series and seems to have been developed both to give sixth-grade teachers a choice of content and to allow the series to be extended through grade 7. This could be particularly important to middle schools wishing to offer a continuing social studies program through grade 7.

To accommodate the reading problems experienced by many students, the publisher states that the reading level in each text has been controlled "at or below grade level" by using the Spache or Dale-Chall readability formulas. This analyst's Fry readability assessment of the grade 3 and 5 texts showed them to be about one readability level above their designated grade level. Beginning with grade 3, a "To Help You Read" section in each unit introduction pinpoints reading skills developed in the unit.

The texts, particularly at the lower grade levels, treat ethnic and racial minorities in nonstereotypic ways and males and females in nonsexist ways in both visuals and content. Therefore the books could be effectively used in heterogeneous classrooms.

Inservice training is not required.

Data sheet by Sharryl H. Hawke.

Elementary Materials

Rationale and General Objectives

The developers of Exploring Our World define the basic purpose of social studies as, "To help children understand their physical and human world so that they may become better citizens." Toward this end the developers have emphasized six dimensions: an interdisciplinary approach which combines the knowledge and methods of social sciences and social scientists; skill development, particularly reading, thinking, map and globe, and other social science skills; a controlled readability level; a base of 76 concepts drawn from the social sciences; exploration of values; and preparation for the future.

Content

Grade 1, People, focuses on helping students understand themselves and their place in the world, particularly in their families. Groups, the grade 2 text, expands students' thinking to such groups as workers and social groups. An important emphasis is on behavior in groups. The beginnings of historical perspective emerge in this text. Grade 3, Communities, is devoted to the study of cities: how they emerge, change, and accommodate the needs of their citizens. U.S. and foreign cities are compared and contrasted.

Students using Regions, the fourth-grade text, engage in a heavily geographic/economic study of various world regions, such as forest, desert, ocean, and political regions. The grade 5 text, The Americas, deviates somewhat from the typical chronological survey of U.S. history. The text examines geographic areas of the United States and includes historical information within these regional studies.

The alternative texts offered for grades 6 and 7 differ in both their content and skill emphases. The Eastern Hemisphere combines regional and chronological arrangements in examining Europe, Asia, and Africa. Skill development in this text focuses on reading, research, and chronology skills. By contrast Latin America and Canada focuses less on skills and more on social science concepts and social scientists' work and methods. The geographical and historical likenesses and differences among the regions in the Western Hemisphere are stressed.

Content in all seven texts is presented mostly through narrative, although some grades feature stories and a few primary source documents. Throughout the series substantial attention is given to map and globe work. The worksheets for grades 1 and 2 and the workbooks for grades 3-7 focus primarily on review work. The sample tests available for analysis indicate that the testing program centers on factual recall.

Teaching Procedures

The format of the teachers' editions which accompany the Exploring Our World texts varies somewhat across grade levels. However, they generally provide the following information: concept, skill, and performance objectives; materials to be used; background content information; suggested procedures for conducting the lessons; and additional activity suggestions, some keyed for different student ability levels.

The teacher guidance provided in the series is more extensive in earlier grades than in later ones. The majority of lesson development suggestions focus on reading review and class discussion. The supplementary activities suggested in the teaching information are often more geared to active learning and individual or small group work. Little value exploration is found in the day-to-day lessons, but unit "Review Workshop" sections do include values activities.

Evaluative Comments and Suggestions

Exploring Our World offers its users as much or more information (number of words) than any other elementary series. For teachers who use textbooks as references and wish to have comprehensive coverage, the series is most appropriate. However, the amount of information in the texts, the readability levels, and the "heavy" format of the printing (narrow margins, relatively small print) may discourage reluctant or poor readers.

3. HOUGHTON MIFFLIN SOCIAL STUDIES

General Editor:	Lee F. Anderson
Publisher:	Houghton Mifflin Co.
Publication Date:	1980 (rev. ed.)
Grade Level:	K-6
Materials and Cost:	Texts, paperbound (K) and hardbound (1-6), $4.35 to $8.79; teachers' editions, softbound, $8.73 to $12.60 (supplementary materials for various grade levels include study sets, skill masters, activity cards, unit tests, a poster pad, and filmstrips)
Subject Area:	Interdisciplinary social studies

Overview

The 1980 edition of Houghton Mifflin Social Studies is a revision of Houghton Mifflin's 1976 basal elementary social studies series entitled Windows on Our World. This edition has far fewer affective objectives and activities, although affective concerns are addressed. The series uses the expanding environments approach, with community taught at grade 2 and culture at grade 3. The broad-based series content draws most heavily from history, geography (both physical and cultural), economics, and citizenship education. The program emphasizes map and globe skills and has a strong reading component. Teachers' editions provide lesson and unit objectives, as well as specific strategies for developing thinking skills and understanding of content.

Required or Suggested Time

The textbook for each grade level in the series is intended to provide a full year's work. Each text is divided into units; each unit into lessons. The number of units and lessons varies with grade level. The teachers' editions give suggestions for the length of each unit, although they can be tailored for class needs. No suggestions for time are given in individual lesson plans.

Intended User Characteristics

The Houghton Mifflin Social Studies series is intended for use by "average" students in grades K-6. The various supplementary materials and the numerous activities suggested in the teachers' editions permit the program to be tailored for use with higher- or lower-ability students. Readability tests commissioned by the publisher show all the texts to be at or below grade level (using the Spache formula for grades 1-3 and the Fry and modified Dale-Chall formulas for grades 4-6). This analyst found the reading level of the grade 3-6 texts to be generally one level higher than grade level (using the Fry graph). The series has a balanced presentation of various ethnic and racial groups, as well as males and females. Thus, the materials are suitable for any class composition. No special teacher training is required to implement the series. Teachers' editions are easy to use and contain detailed lesson plans and much useful background information.

Rationale and General Objectives

The 1976 edition of this series had a very strong affective approach. This edition has far fewer affective objectives and activities, although affective concerns are raised frequently in the stu-

Data sheet by John P. Zola.

dent texts. The 1980 series is based on the idea that the texts should "invite students to explore the world in which they live--a world of people, places, and ideas." The program is designed to help students develop and practice basic skills, acquire a knowledge of self, learn to use map and globe skills, learn about their heritage from peoples around the world, develop a sense of their country's heritage, and function as capable citizens.

Content

Houghton Mifflin Social Studies is designed to open students' eyes to various aspects of the world around them. Me--a series of tear-out activity sheets for kindergarteners--allows students to begin learning about themselves, their families, their school, and their community. Each unit in the text opens with a letter to be sent home describing class activities, objectives, and home enrichment exercises.

Grade 1, At Home, At School, continues the awareness of self and others theme, with added emphasis on families and schools. Map skills are introduced at this level. Grade 2, In Our Community, continues the work on map skills. Students are also asked to infer and test ideas about people and communities. Grade 3, Ourselves and Others, has a stronger affective content. It explores the ideas of personal identity, what a human being is, what groups are and do, and what earth is. In essence, this text introduces the United States, culturally and geographically.

Our Home, the Earth, the fourth-grade text, continues the study of cultural and physical geography. Brief views of other countries and people are presented. The fifth-level text, America: Past and Present, initially continues the geographic look at the United States. It also includes a brief examination of how Americans live and govern themselves. The text then proceeds with a generally chronological examination of U.S. history. The sixth-grade text, Around Our World, examines world geography, similarities and differences among people, language, tools, governmental systems, and beliefs. The approach is strongly multicultural.

A special appendix focusing on map and globe skills is included in the texts for grades 3-6. Each text is written in an interesting narrative style, with short stories, case studies, plays, and diary excerpts regularly interspersed in the text. The texts' many attractive illustrations are important in concept development.

Teaching Procedures

Instructional procedures are outlined in the teacher's edition for each grade level--softbound books with reduced student pages bordered by 4½"-wide margins in which information for the teacher is printed. Objectives, a skills outline, and a bibliography are presented for every unit. The lessons within the units begin with the main ideas to be developed, objectives, materials required, and a vocabulary list. Suggestions are then given for opening, developing, expanding, and closing the lesson. Teaching strategies tend to emphasize reading and discussion. However, students are also encouraged to practice higher-level cognitive skills; one frequently used technique for doing so is to have students draw inferences from photographs. Questions in the body of the student texts encourage affective development. Exercises which teachers can use to assess student learning are provided throughout the texts; separate performance tests for grades 1-6 are also available. Each teacher's edition also presents a scope and sequence chart for series content, map and globe skills, reading skills, and thinking skills.

Evaluative Comments and Suggestions

Houghton Mifflin Social Studies is a sound elementary social studies series. It encourages skill and cognitive development without sacrificing affective development. Concepts and skills are well sequenced and are reinforced at subsequent grade levels. Individual teachers are left some latitude in developing lessons, and students are encouraged to both look at the world around them and think creatively.

4. LIVING IN OUR WORLD

Author:	Paul F. Brandwein
Publisher:	Harcourt Brace Jovanovich, Inc.
Publication Date:	1980
Grade Level:	1-6
Materials and Cost:	6 texts, hardbound, 149 to 406 pp, $5.70 to $9.15; teachers' editions, paperbound, 203 to 463 pp, $7.50 to 12.00 (supplementary materials include worksheet duplicating master for grades 1-6 and tests for grades 3-6)
Subject Area:	Interdisciplinary social studies

Overview

Living in Our World is the 1980 revision of Harcourt Brace Jovanovich's 1975 and 1970 The Social Sciences: Concepts and Values program. This edition is a substantial revision of the earlier programs. Using this edition simultaneously with the 1975 edition in a classroom would not be possible.

Although the titles of the six textbooks reflect an expanding environments topic arrangement, subject matter at various grade levels varies from the content found in many other elementary programs. Although there is somewhat less emphasis on inquiry learning in this than in earlier editions, the program is still distinguished by a wide variety of student activity suggestions in both the student and teacher materials. This series also gives more attention to the nature of social sciences and the methods of social scientists than other series.

Required or Suggested Time

The student texts in this series are each designed to provide a full year of social studies instruction. Time expectations for completing individual lessons or units are not indicated, but lessons seem to be flexible enough to accommodate typical social studies class time allotments. Some of the additional activities suggested could significantly extend the time needed to complete units of study.

Intended User Characteristics

This series was prepared with "typical" elementary classes in mind as the intended users. For the most part, the books present a multiethnic, nonsexist picture of society and could be effectively used with most class compositions.

The publisher reports that all six texts are at grade level in readability. A Fry check of grades 3 and 5 by this analyst showed each to be more than one full level above grade in readability. Teachers are provided with specific suggestions for improving reading skills in the teacher annotations found throughout the series.

Although inservice training for teachers preparing to use this series would not be mandatory, teachers could profit from an inservice explanation of the meaning and uses of the developer's "knowing in advance" philosophy.

Rationale and General Objectives

The overriding goal of the program is "to teach the knowledge, skills, and attitudes necessary for effective citizenship in a democratic society in a complex world." To achieve this goal the developers of the series define three major objectives: (1) to teach pupils the facts and understandings of history and the social sciences, (2) to teach pupils certain skills of citizenship, including basic reading and communicating skills, social studies skills, and thinking skills, and

Data sheet by Sharryl H. Hawke.

(3) to teach pupils the attitudes of responsible citizenship in a democratic society. A scope and sequence chart specifies these objectives by grade level. Also important in the underlying rationale of this series is the developers' commitment to helping students perfect the "art of investigation."

Content

The subject matter of the texts in Living in Our World is organized generally around the expanding environments concepts, starting with family in grade 1 and ending with the world in grade 6. In each level the major concept is examined from a variety of cultural perspectives to demonstrate human likenesses and differences.

Grade 1, The Family, introduces students to children who are in families alike and different from their own. Rules, basic needs, and homes of families are among the topics explored. The Neighborhood, the grade 2 text, focuses primarily but not exclusively on neighborhoods, looking at their rules, jobs, and natural settings. The central characters of the text are children from six different countries. Expanding geographically, grade 3, The Community, focuses exclusively on the concept of community.

Although its title is The Earth, the fourth-grade text focuses almost totally on the United States. The first two-thirds of the text examines the geographic regions of the country; the final one-third takes a historic look at the development of the country. Also interjected are periodic discussions of the work of various social scientists. Grade 5, The United States, is primarily a survey of U.S. history. The final section of the text deals with the economic system of the United States, with attention to topics such as credit buying and use of resources.

Our World engages sixth-graders in a broad view of their world by concentrating on several major world cultures: ancient Greece, medieval Europe, Africa, China, Japan, India, and Russia.

One unusual feature of the upper-level texts is special sections which direct students to inquire about particular questions. Labeled as "An Investigation," these sections direct students in activities such as experimenting with thermometers or writing the ending to a story. Also interspersed throughout the upper-level books are sections called "Focus on the Social Scientist," which introduce students to the work done by individual scientists.

Teaching Procedures

Each student text in Living in Our World is accompanied by a softbound teacher's edition which contains a set of introductory teacher pages and red-print teacher annotations on student pages. Introductory pages include a general introduction to the series and a scope and sequence chart of major concepts and skills. This general material is followed by teaching information for each unit in the immediate text. Unit information includes behavioral objectives, an overview of content and thinking skills, numerous activities, and a list of additional resources.

Red-print annotations on the student pages provide more-specific, day-to-day directions to the teacher. Included are a listing of vocabulary words, suggested lesson openers, lesson development procedures, and other activity suggestions. From grade 3 on, sections labeled "Map Skills" and "Graph Skills" are periodically found.

Although the program centers on reading, the activity suggestions provided in both the introductory pages and the teacher annotations describe a wide variety of activities.

Evaluative Comments and Suggestions

The substantial revision made by developers in this 1980 program indicates their sensitivity to criticisms of their earlier programs. In particular the more-structured and easier-to-follow teachers' editions should attract teachers who had problems using earlier editions. The heavy attention to history, economics, and student involvement activities distinguishes this program from others on the market.

SUPPLEMENTARY MATERIALS

Entry No.	Title	Page No.
Print		
5	Critical TV Viewing Skills	25
Multimedia		
6	Adoption Builds Families	27
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5. CRITICAL TV VIEWING SKILLS

Developers:	Critical Television Viewing Skills Project
Publisher:	Southwest Educational Development Laboratory
Publication Date:	1979
Grade Level:	K-5
Materials and Cost:	5 storybooks, paperbound, approx. 30 pp each, $6.20 ($1.24 each); 58 teacher activity cards, cardboard, $1.50; 5 newsletters, $2.05; training manual, paperbound, and sample set of materials, $12.17
Subject Area:	Art, language arts, mathematics, social studies

Overview

The Critical TV Viewing Skills materials were developed for use with elementary children. The materials, which include several storybooks and numerous activities on "Teacher Cue Cards," are intended to be used as supplementary activities that can be incorporated into a teacher's regular instruction in a variety of classes. The materials can also be used by parents and youth group leaders. The general goal of the materials is to help reduce the negative and enhance the positive effects of TV on young students by developing eight critical viewing skills. A training manual is provided to assist workshop facilitators, and a monthly newsletter for parents is available.

Required or Suggested Time

The materials are designed for supplementary use by teachers and for periodic use by parents and youth leaders. Most activities in the "Teacher Cue Cards" and the discussions based on the stories will require from 15 to 30 minutes. Some activities involve students in keeping a log or record of specific observations during a week of television viewing. This information is then discussed in a 15- to 20-minute class session. The developers provide no guidelines for the total amount of time needed to use these materials.

Intended User Characteristics

These materials are intended for use with elementary (5- to 10-year-old) children in school, at home, or with a youth organization. Specific learning activities have been developed to be integrated into art, language arts, math, music, social studies, science, and physical education. The reading levels of the storybooks range from third to fifth grade. Primary teachers and parents are encouraged to read the stories to their children. The stories contain characters of both sexes and from various racial and ethnic backgrounds. The materials can therefore be used with girls and boys from various racial and ethnic backgrounds. Teachers and parents are supplied with background information needed to facilitate the activities. A training manual and other workshop materials are available to help teachers use these materials and to assist other educators in conducting workshops.

Rationale and General Objectives

The broad goal of the SEDL Critical TV Viewing Skills materials is "to reduce the undesirable consequences of television viewing on students and to maximize the potentially positive learning opportunities." The specific objective of these materials is to teach elementary students certain skills, such as

Data sheet by Douglas P. Superka.

distinguishing fact from fiction and recognizing differing viewpoints, that will help them observe and evaluate television content.

Content

Rather than teaching a particular body of content, the SEDL program focuses on eight critical television viewing skills: "(1) distinguishing program elements, such as music, special effects, costumes, settings, color, etc.; (2) making judicious use of viewing time; (3) understanding psychological implications of advertising; (4) distinguishing fact from fiction; (5) recognizing and appreciating differing views; (6) understanding content of dramatic presentations, public affairs, news, and other programming; (7) understanding style of dramatic presentations, public affairs, news, and other program formats; and (8) understanding the relation between television programming and the printed word."

These skills are taught in relation to two types of content. In the stories, children read about and discuss characters who have certain experiences with television. In A Cowboy Comes to Dinner, for example, a rancher's son named Jason comes to Jennifer Redbird's house for dinner. She is the first Indian he has met and he is the first cowboy she has known. After watching an old western movie and a documentary about Indians, Jennifer's mother helps the children understand the unfair stereotyping of Indians and cowboys and the difference between facts in history and reality today.

The other type of content, used in the "Teacher Cue Cards," is the actual content of TV programs the students watch. Many of these activities ask students to watch a program or keep a log for a week to observe things such as the kinds of camera shots used, the types of characters depicted, the types of occupations of the main characters, and the amount of violence on a show.

Teaching Procedures

A variety of instructional practices are employed in the SEDL Critical TV Viewing Skills materials. Reading and discussion are the main procedures used with the storybooks. Students read stories such as Suzie's Broken TV and then discuss such questions as "Why was Suzie angry when her TV broke?" and "What would you or your family do if your set was broken?" A two page teacher's guide is provided with each story.

A wide range of activities are used in the "Teacher Cue Cards," which are keyed to standard curricular areas. Many language arts and social studies activities have students watch TV and record certain observations. Students are also asked to role play commercials, interviews, debates, and other TV programs. Some activities encourage students to conduct research outside the school and home. One activity, for example, asks students to compare TV images with real police stations, hospitals, and factories.

The teacher, parent, and training materials also contain background readings, a TV bingo game, quizzes, word jumbles, and other materials. The training manual includes detailed suggestions and procedures for conducting a critical television viewing workshop with adults, a review of research on the effects of TV, and a bibliography of other resources on critical TV viewing.

Evaluative Comments and Suggestions

The SEDL materials are a very useful resource for helping elementary-age students develop critical TV viewing skills. The materials contain a variety of activities that can easily be incorporated into the teaching of regular school subjects. The family-oriented materials are a wise attempt to encourage parents to reinforce critical viewing at home. The storybooks which accompany these materials should quell teacher and parent concerns that reading skills are ignored. The only criticism that this analyst has is that some of the concepts and activities on the "Teacher Cue Cards" may be too difficult for primary-level students. Teachers can, however, decide about activities most appropriate for their students.

6. ADOPTION BUILDS FAMILIES

Authors:	Daniel Gregg, Fran Pratt, and Bruce E. Tipple
Publisher:	Social Science Education Consortium, Inc.
Publication Date:	1980
Grade Level:	1-3, 9-12
Materials and Cost:	Unit I: Family Development--box containing 2 filmstrip/cassette programs, 6 posters, 15-pp paperbound storybook, 30-pp paperbound pamphlet for teachers, and 34-pp spiralbound teacher's guide, $34.95; Unit II: Decisions About Self and Family--box containing 1 filmstrip, 1 cassette, 3 data packets, 57-pp paperbound student book, 30-pp paperbound pamphlet for teachers, and 56-pp spiralbound teacher's guide, $44.95
Subject Area:	Family life education, home economics, social studies

Overview

The Adoption Builds Families materials consist of two units of study: Family Development (elementary) and Decisions About Self and Family (secondary). The nonsequential and independent units are designed to be incorporated into existing social studies and home economics curricula that deal with the topic of the family. Family Development is an eight-activity multimedia kit which helps students develop an understanding of how families are formed, how they change over time, what functions they perform, and what decisions are faced by parents. Adoption is treated within this context. Decisions About Self and Family includes ten activities that help students develop decision-making skills and a clearer understanding of identity through an examination of adoption as a method of building families. Each unit consists of a teacher's guide, a pamphlet containing background information about adoption, and various kinds of student materials.

Required or Suggested Time

The teacher's guide for each unit specifies the approximate amount of time to allot to each activity. Unit I consists of eight activities designed to take from 20 to 40 minutes each. Unit II provides ten activities, ranging from one to five class periods each.

Intended User Characteristics

Unit I of the Adoption Builds Families materials is intended for primary students, while Unit II was designed for secondary students. Teachers need no special training to use the materials, but should look over each component and read the background information contained in the booklet Understanding Adoption as a Family-Building Option before using the units. In addition, an essay in the teachers' guides recommends that teachers be aware of the various kinds of living experiences of their students. They should be sensitive to their students' reactions and provide a supportive classroom environment that will help students resolve strong feelings that may arise.

Rationale and General Objectives

According to the developers, "Often ignored in...writings (about the Ameri-

Data sheet by Carol H. Krismann.

can family)...is the fact that the American family is not always made up of two parents and their biological offspring.... Few teachers and counselors feel comfortable dealing with adoption, either in the classroom or directly with adopted children and their parents. Those few curriculum references that exist are couched in vague generalities, and no materials are available for answering specific questions." The Adoption Builds Families materials have been developed to fill the need for appropriate curriculum materials about adoption and other family-related issues. Specific knowledge, skills, and affective objectives for each lesson are identified in the teachers' guides.

Content

Unit I: Family Development contains a teacher's guide and student materials treating adoption in the context of family development. Eight lessons cover topics such as the concept and definition of family, adoption as an alternative way of building families, how laws and society confirm family membership, and roles and functions of families and their members. Student materials included in the unit are two filmstrip/cassette programs and a storybook. One of the brief (5-minute) filmstrips, The Attic Trunk, explains adoption from the viewpoint of a young adopted boy. Kinds of Parents, the second filmstrip, introduces students to five children who have different people performing the parenting role for them. The Story of Megan tells of the feelings of a foster child upon meeting her prospective adoptive family.

Unit II: Decisions About Self and Family is designed to help secondary students develop decision-making skills and a clearer understanding of identity through an examination of adoption as a method for building families. Ten lessons cover topics such as individual identity and status, life cycle events, adoption as an event influencing identity, biological and social family-building processes, adoption-related decisions, and the social, political, and economic factors affecting adoption.

Student materials in this kit are an eight-frame color filmstrip, Waiting American Children; a 15-minute cassette, I Met My Child's Birth Mother; three copies of a simulated adoption file; and a booklet entitled Readings on Adoption.

Teaching Strategies

The major portion of each teacher's guide contains lesson plans. Black-line activity masters for cards, worksheets, handouts, and transparencies are provided with the lessons.

The activities suggested in the two kits vary greatly. Family Development includes such activities as analyzing photographs, discussion, reading or listening to stories, viewing filmstrips, sorting family event cards, making mobiles, drawing, solving moral dilemma problems, and writing paragraphs. Among other activities, Decisions About Self and Family involves students in reading and discussing passages from music and literature, charting their own life cycles, playing a family tree game, creative writing, solving moral dilemmas, and modeling the decisions made by various participants in the adoption process. A multiple-choice unit test and key, bibliography of fiction and nonfiction books for children and resources for senior high students and adults, and a glossary of terms conclude the guide.

Evaluative Comments and Suggestions

The variety of materials and learning activities in the Adoption Builds Families units treat various aspects of family development and adoption in a challenging and interesting way. The material is clear and well organized, with precise instructions for use. Teachers should find incorporating them into existing social studies or home economics curricula to be easy.

The materials were field tested in classrooms in Minnesota and Colorado and positive attitude and knowledge gains were found. Further information about the results can be obtained from the publisher.

7. ADVENTURES IN MAPPING, LEVEL ONE

Authors:	Floyd W. Griggs, Don Reda, and Tad D. Root
Publisher:	Rand McNally and Co.
Publication Date:	1980
Grade Level:	3-4
Materials and Cost:	Package containing 30 student workbooks, paperbound, 45 pp; 30 classroom atlases, paperbound, 97 pp; 30 pre/posttests; 30 folding maps and 30 folding globes; 3 filmstrip/cassette programs; 1 poster; teacher's guide, paperbound, 22 pp; entire package $165.00 (individual components also available separately; contact publisher for information)
Subject Area:	Geography

Overview

The first in a proposed three-part series, Adventures in Mapping, Level One is a multimedia program designed to "present an in-depth look at our planet Earth through the use of maps, globes, atlases, and other tools of geography." Level one provides material for from 10 to 15 classroom periods of supplementary geography instruction for students in grades 3 and 4. Topics covered in the program include use of the globe, location of geographic features, use of scale, symbols and legends, use of grids for location, and use of the atlas. The teacher's guide provides detailed instructions for using the program, including a variety of suggested activities.

Required or Suggested Time

Adventures in Mapping, Level One is divided into six units, each requiring from one to three class periods to complete. A total of from 10 to 15 classroom periods of supplemental instruction in geography and map skills could thus be provided by the program.

Intended User Characteristics

This multimedia kit is designed for use with students in grades 3 and 4. No teacher training is required, and little preparation or planning time is necessary. Because the consumable workbooks, maps, and folding globes are an integral part of the program, a continuing financial commitment will be required to replace these materials annually.

Rationale and General Objectives

According to the publishers, Adventures in Mapping "helps students take a real interest in the world they hear about via the news media." The tools of geography are the media used to develop that interest. A multimedia format was chosen for the program to encourage "active student participation in inquiry and problem solving to motivate young people to learn more about their environment." Sequential concept development was a key objective in developing the program.

For each of the first five units in Level One, terminal and enabling objectives are provided in the teacher's guide. For example, the terminal objective for unit 3 is "Given a map, the student will correctly answer items that deal with scale." Enabling, inquiry, and content objectives are then listed. Strategies for evaluating the terminal objectives are also given. No objectives

Data sheet by Laurel R. Singleton.

are given for the final unit, which is a review unit.

Content

The first five units in Adventures in Mapping, Level One, each focus on one or two basic map or globe concepts. Unit 1 helps students develop understanding of what a globe is and why it is a more accurate representation of the earth than a flat map. Location of geographic features on the globe is also discussed. Unit 2 more fully develops understanding of geographic features--specifically oceans and continents--through a filmstrip about "Planet Zonko." Unit 3 focuses on use of scale. Unit 4 deals with the use of symbols and legends. The filmstrip "Pirate's Booty" illustrates the importance of the legend through a story about children searching for buried treasure. Unit 5 focuses on the use of the atlas. A filmstrip entitled "The Atlas: Earth's Book of Records" provides detailed information on the use of the atlas.

Teaching Procedures

The teacher's guide accompanying the package provides detailed information on use of the materials. For each of the first five units, the following information is given: major theme, subtheme, generalization, terminal objectives, enabling objectives, resources needed, sequence of teaching activities, suggested evaluation techniques, and key to student workbook activities.

The teaching activities suggested are varied. Each unit involves some use of the student workbook, in which students do paper-and-pencil activities requiring them to apply their learning to a variety of maps. Viewing and discussing filmstrips is an integral part of three units. Other activities include making cardboard globes from prescored, punch-out maps provided in the kits; pasting continents on a large fold-out map of the world; mapping the classroom; and attempting to find a buried treasure in the school yard using a teacher-prepared map that has no legend.

Evaluative Comments and Suggestions

Adventures in Mapping, Level One, is a program with a number of features that should appeal to students. The workbook is colorful and well illustrated, and the filmstrips "Planet Zonko" and "Pirate's Booty" are likely to be of high interest to third- and fourth-graders. The third filmstrip, "The Atlas: Earth's Book of Records" provides more detail about use of the atlas than many students at this level could absorb.

The variety of activities suggested in the program is another attractive feature. Teachers should be aware, however, that one activity which students may initially find interesting--creating the cardboard globe--could lead to some confusion, as the globe created is multi-sided rather than round. In addition, unless students are more dextrous than this analyst, they may find the folding and gluing process to be somewhat frustrating.

8. FOUR FAMILIES OF THE MIDDLE EAST

Developer:	BFA Educational Media
Publisher:	BFA Educational Media
Publication Date:	1978
Grade Level:	4-8
Materials and Cost:	Box containing 4 filmstrips, 4 cassettes, 17-pp paperbound teacher's guide, 6 duplicating masters, $90.00
Subject Area:	Area studies, world cultures, world geography

Overview

Four Families of the Middle East is a sound-filmstrip program of case studies which dramatize urban and rural styles of life in Egypt and Iran. The program also includes activity sheets and a teaching guide. The program shows four representative styles of life in the Islamic Middle East--desert nomads, city merchants, farmers, and city dwellers. The program is designed to develop students' awareness of the roles of tradition and change in each of these cultures. Designed to be used in grades 4-8, the audio portions of the series are moderated by children and describe daily activities and environments from the perspective of the child. Topics include types and amounts of schooling available to young people of various social classes and environments, activities of various family members, favorite pastimes, pets, ceremonies, crafts, favorite foods, family meals, school subjects, parental occupations, and sports.

Required or Suggested Time

Each filmstrip in this package runs approximately 12 to 15 minutes. For each filmstrip, the teaching guide suggests pre-viewing and post-viewing discussion questions and the use of activity sheets. Thus, 45 minutes to an hour should be allowed for each filmstrip. Five to eight related activities, which would require additional time, are suggested for each strip. The series can be enhanced by showing the filmstrips representing rural and urban life in Egypt first. Some time should then be spent on discussion and reflection before the filmstrips on life in Iran are shown. A follow-up discussion comparing all four filmstrips could take one or more class periods, depending upon the time available.

Intended User Characteristics

The filmstrips in this series are most suitable for pupils in grades 4-8. The series can be used as supplementary material in an area studies course on the Middle East, or it can serve as the basis for a short unit on culture and daily life in the Middle East. The only student reading materials are the activity sheets which accompany the filmstrips. As the sheets require students only to answer simple questions and fill in charts by checking the appropriate blanks, reading level is not a significant consideration. Each filmstrip contains information which can serve as a point of departure for further investigation, supplementary reading, and elaboration by the teacher, so the complexity level of the materials can be considerably varied. A general interest in cross-cultural studies and, particularly, in the culture of the Middle East on the teacher's part would be helpful, as no answers are given to the discussion questions suggested in the teaching guide. In addition, because the series was developed prior to the 1979 Iranian

Data sheet by Diana Beer.

revolution, knowledge of life in Iran since the revolution would be essential.

Rationale and General Objectives

These materials are designed to provide students with an understanding of tradition and change in the cultures of the Islamic Middle East. The developers state that students who participate in the program should be able to "explain how features of geography influence life-styles in the Middle East; describe traditions which are observed by families living in the Islamic Mideast; describe changes which are occurring in Middle East life-styles; and describe activites engaged in by children of the Middle East that are similar to and different from experiences of young people in the United States."

Content

Four Families of the Middle East presents four Egyptian and Iranian children discussing aspects of Middle Eastern society with which they are familiar. Each child narrates a filmstrip representing a different lifestyle within the vast Islamic Middle Eastern culture. "Cairo Merchant Family" explores the life of a young girl who lives in a modern apartment building in Cairo. Viewers see the family's shop in the Cairo bazaar, catch glimpses of the girl's apartment and school, and follow her on one of her frequent walks through a city which combines ancient and modern traditions. "Nile Farming Family" depicts life in an Egyptian farming village and explores the activities, background, future plans, and dreams of one village boy. "Teheran City Family" shows how modernization resulting from development of the oil industry influenced the life of a girl from a middle-class Iranian family prior to the revolution of 1979. Viewers see how ancient craft, food, and religious traditions exist side by side with such leisure pursuits as gymnastics and piano lessons. Students are exposed to customs of Iranian country people, the Qushqai, in "Desert Nomad Family." The nomadic people's struggle to survive and maintain their cultural identity in the face of modernization, government interference, diminishing pasture lands, and lack of economic opportunity for young people is illustrated.

Teaching Procedures

The teaching guide provides suggestions for implementing the program. The guide lists series objectives and, for each filmstrip, includes objectives, a synopsis, vocabulary, pre-viewing activities, post-viewing questions, suggestions for using the activity master, and related activities. Pre-viewing activities generally direct the students to consider questions relating to human needs, geographical and historical influences, resources, cultural differences, and personal experiences. Post-viewing questions are more specifically related to each filmstrip and require students to recall information and ideas presented in the filmstrip. Some of the questions require that students begin with a base of knowledge gleaned from the filmstrip and consider the implications of their newfound knowledge and/or compare their own lives with lives of children shown in the filmstrip. The activity sheets involve students in map and globe work and in comparing Middle Eastern and American lifestyles. Related activities involve students in such pursuits as library research, presenting reports on famous Middle Easterners, writing diaries, and compiling travel reports.

Evaluative Comments and Suggestions

The filmstrips and cassettes in the Four Families of the Middle East series are colorful and dramatic. They present an extremely interesting introduction to the variety of cultures in the Middle East. The teaching guide provides an accurate synopsis of each filmstrip and identifies major objectives. It might prove more helpful to teachers, however, if it provided definitions of vocabulary terms identified as significant and proposed pre-viewing activities other than discussion.

9. MAP BASICS: A MAP AND GLOBE SKILLS PROGRAM

Producer:	Michael Hardy Productions
Publisher:	Denoyer-Geppert
Publication Date:	1980
Grade Level:	4-6
Materials and Cost:	Box containing 6 filmstrip/cassette programs, 71-pp paperbound teacher's guide, and 25-pp paperbound book of duplicating masters, $155.00
Subject Area:	Geography

Overview

Map Basics: A Map and Globe Skills Program is a set of six filmstrip/cassette programs with related activities. The program is designed to introduce and reinforce the basic map-making and map interpretation skills of intermediate-level students. Skills covered include the use of symbols, finding distances, finding direction, use of latitude and longitude, and use of projections. The concepts are introduced through the filmstrip/cassette programs, which feature a group of young people who are trying to solve a jewel robbery. Concepts and skills are reinforced through paper-and-pencil activities provided on the duplicating masters and through a variety of student involvement activities suggested in the accompanying teacher's manual.

Required or Suggested Time

Map Basics is divided into six units corresponding to the six filmstrip/cassette programs. Each filmstrip requires from 9 to 12 minutes to screen. The suggested introductory and follow-up activities in each unit could require from one to several class periods to complete. Thus, the total time required to use this supplementary package will depend on the teacher's selection of activities. The publisher does recommend that the units be used in sequence.

Intended User Characteristics

Map Basics can be used to supplement any intermediate-level class in which map skills are being taught. Some suggestions for relating map studies to social studies, science, math, and language arts classes are given in the teacher's guide.

The program's reliance on audiovisual presentations and participatory activities makes it appropriate for use with students who have reading difficulties. The developmental levels which teachers may encounter with regard to particular map skills are discussed in the introduction to each unit. Special follow-up activities provide ideas for use with advanced pupils.

Rationale and General Objectives

According to the developers, the Map Basics program "is designed to develop basic skills through making and interpreting maps." In addition, the program "encourages careful observation and record-keeping. It offers opportunities for children to solve problems in visual thinking, to work together as a team examining the world around them, and to share and discuss their discoveries." The teacher's manual lists 22 specific skills objectives for the program. A matrix indicates in which units the skills are introduced and/or reinforced.

Data sheet by Laurel R. Singleton.

Content

The story presented in the six filmstrips introduces the concepts developed in the program's six units. The filmstrips feature a group of students who form the We Can Do Anything Company and set out to solve a jewel robbery. In the first unit, the company members photograph a cemetery from an airplane, introducing students to the overhead point of view.

The second program or unit, which introduces symbols and legends, finds the members of the We Can Do Anything Company attempting to decipher a symbolic message which has no key or legend. After breaking the code, the young people find another clue, which requires that they estimate the length of a mile and the length of a kilometer. Thus, in unit 3, students are introduced to distance and measurement.

The fourth unit focuses on compass directions. The filmstrip shows the company members trying to follow directions telling them to go north one mile and then southwest one kilometer. With the help of a compass, they orient their map and use it to follow the directions. This success leads them to a clue which requires the use of latitude and longitude--the topic of the fifth unit. This clue leads them to the jewels and a challenge from the thief. They will find him if they "Make a flat map of a globe without distortion--All things must be in proportion." Thus, the final unit of the program introduces distortion and the differences between globes and flat maps.

Teaching Procedures

The teacher's guide accompanying the program provides an introduction to the program, along with specific information about each unit. The discussion of each unit opens with a list of objectives for the unit, basic concepts covered, and background information on the concepts and the developmental levels at which students are likely to be. Teaching procedures are then suggested. The teaching procedures include three general steps: introductory activities, viewing and discussing the filmstrip, and follow-up activities.

A variety of map-related activities are suggested to introduce the units. At least one activity in each unit is designed to assess students' levels of knowledge regarding the unit's concepts and skills. Others are designed to be motivational.

The introductory activities are followed by viewing and discussion of the filmstrips. The teacher's guide facilitates this process by providing a list of vocabulary words developed, a plot overview, and a copy of the filmstrip script accompanied by a brief description of each frame. Each filmstrip ends with three frames which ask discussion-stimulating questions.

The teacher's guide also suggests numerous follow-up activities for each unit. These activities reinforce and extend the skills introduced through the filmstrips. Some involve paper-and-pencil activities based on the duplicating masters; these activities can often be used to assess student progress. Other activities involve students in such projects as taking a walking trip noting all changes in directions, making a sight rule, marking latitude and longitude on a ball or grapefruit, and flattening a beach ball into a map. Suggestions for activities suitable for more-advanced students are also given. These often include doing additional research into the concepts introduced in the units.

Evaluative Comments and Suggestions

Map Basics provides a wide variety of map-related activities tied to an interesting, though unrealistic, story line. The filmstrips are perhaps a bit lengthy for the intended grade level, but the interesting story should help offset this problem.

Teachers should find the background information on developmental levels to be helpful, especially used in conjunction with the assessment activities. The usefulness of this feature could have been further enhanced by providing specific follow-up activities for students found to be at particular developmental levels.

10. MAPS, GLOBES AND DIRECTIONS

Developer:	Solari Communications
Publisher:	BFA Educational Media
Publication Date:	1978
Grade Level:	1-4
Materials and Cost:	Box containing 4 filmstrips, 4 cassettes, 31-pp paperbound teacher's guide, 20 duplicating masters, $90.00. Individual filmstrips, $18.00; individual cassettes, $12.00
Subject Area:	Geography

Overview

Maps, Globes and Directions is a four-part sound filmstrip program designed to teach students in grades 1-4 a variety of basic map and globe skills. The four filmstrips feature students involved in interesting map-related activities that the program's developers believe will motivate viewers to participate in similar activities in their own classrooms. For example, in one filmstrip students are shown peeling an orange and flattening the peel to show how shapes get changed when a flat map is used instead of a globe. The teaching guide not only suggests additional student-involvement activities, it also provides a synopsis of each filmstrip, vocabulary lists, pre-viewing activities, and discussion questions.

Required or Suggested Time

The four segments of this supplementary audiovisual program each require from 7 to 10 minutes of classroom time to screen. Used with the previewing activities and follow-up questions suggested in the teaching guide, each program would consume approximately one class period. Depending on teacher selection of activities, up to a week of class time per segment could be required to complete the five activity masters and five to eight teacher-directed activities provided for each segment.

Intended User Characteristics

The publishers state that Maps, Globes and Directions can be used with students in grades 1-4. The program's content and format make it ideal for supplementing a basal social studies program at the elementary level. However, because the filmstrips are fairly lengthy (seven to ten minutes) and introduce many new concepts and skills, they would probably be best suited for use with students in grades 3 and 4 who have had some previous experience in map work.

Rationale and General Objectives

The objective of this program is to "introduce young learners to beginning map and globe skills." By showing children involved in map skills and activities, the developers believe that they will motivate viewers to perform the skills and activities themselves after viewing. Specific content and skills which students are to obtain are listed in the teaching guide.

Content

The four filmstrips in the Maps, Globes and Directions program show students involved in classroom activities related to maps. The adult narrator's comments are supplemented by students' explanations of the projects with which they were involved. Each filmstrip ends

Data sheet by Laurel R. Singleton.

with the students reviewing the concepts covered in that strip.

The first portion of the program, "East, West, North and South," focuses on understanding direction, including the cardinal and intermediate directions, as well as such directional terms as "up" and "down." Uses of directions are also discussed. Activities which students in this filmstrip are involved in include making a clay model of earth and labeling the walls of their classroom with the cardinal directions. "What Maps and Globes Show Us" develops understanding of the shape of earth and defines maps and globes. It also introduces such geographic terms as continent, hemisphere, and prime meridian.

In the third segment of the program, "Making and Using Simple Maps," viewers see children involved in making and using a variety of maps; these include a classroom map, a map of a make-believe town, a map of their school's surroundings, and treasure maps. The practice of using a grid as a locational tool on a map is introduced. The usefulness of the terms "left" and "right" and how they differ from the terms denoting the cardinal directions are discussed. The final filmstrip in the package, "Practice with Different Kinds of Maps," introduces different types of maps and explains the use of symbols and legends. The many different kinds of information that can be conveyed through maps are discussed. A simple explanation of scale is also provided.

Teaching Procedures

The Maps, Globes and Directions teaching guide provides step-by-step instructions for using the program. Before showing the filmstrips, which the guide states should be presented in the order discussed above, teachers are advised to read the synopsis and go over the vocabulary list accompanying each. The scripts for the filmstrips are not provided in the guide. Previewing activities (generally discussion questions) are provided for each filmstrip. Teachers are then directed to show the filmstrip and discuss it using the discussion questions provided in the guide. A section of the guide entitled "Points to Reinforce" helps the teacher identify important or difficult ideas to stress. When the discussion has been completed, the guide suggests distributing the activity masters. Five masters providing a variety of paper-and-pencil activities accompany each portion of the program. The guide suggests that students make their completed worksheets into individual map and globe skills workbooks. The "Teacher-Directed Activities" section of the guide describes five to eight activities related to each filmstrip which "reinforce and expand filmstrip content and provide direction for class activities shown in the filmstrips." Included are a variety of student-involvement activities, such as making clay models of the earth, illustrating the phenomenon of day and night using a globe and flashlight, making a papier-mache globe, mapping the classroom and school, and flying small paper planes around a globe according to directions given by the teacher.

Evaluative Comments and Suggestions

The Maps, Globes and Directions program has been favorably reviewed in Teacher (March 1979) and Booklist (December 1, 1978). Both reviewers cite the interesting activities illustrated in the filmstrips and suggested in the teaching guide as excellent motivational tools. Many of the activities are indeed highly interesting and motivating. However, the order in which the various concepts are presented appears to be flawed. For example, the first filmstrip, which focuses on understanding directions, defines directions in a way that assumes students understand both that the earth is round and that the globe is a model of the earth. Neither of these points is specifically made, however, until the second filmstrip. This sequencing problem, coupled with the number of concepts presented in each filmstrip and the relative length of the filmstrips for primary audiences, suggests that the program might best be used with students in grades 3 and 4 who have had some grounding in map work.

11. THINKABOUT

Developers:	Agency for Instructional Television and a consortium of state and provincial agencies
Publisher:	Agency for Instructional Television
Publication Date:	1979
Grade Level:	5-6
Materials and Cost:	60 video cassettes, 15 minutes each, $125.00 each for purchase, $25.00 each for one-week rental; also available on 16mm films, $220.00 for purchase and $25.00 for one-week rental (contact the publisher for information on accompanying print materials)
Subject Area:	Basic skills

Overview

ThinkAbout is a classroom video series designed to strengthen the reasoning skills of fifth- and sixth-grade students and to review and reinforce their language arts, mathematics, social studies, and study skills. The series consists of sixty 15-minute programs organized into 13 skill clusters, all emphasizing effective thinking. Interspersed between the clusters are two other kinds of programs--"Tips" and "Challenges." "Tips" offer simple ideas to aid problem solving, while "Challenges" are problems designed to stimulate students' intellectual curiosity. The teacher's guide offers objectives, overviews, suggestions for teacher preparation, and a plot summary for each videotape, as well as a list of discussion questions and activity suggestions and directions. The orientation manual presents plans for carrying out preparatory workshops for teachers, administrators, and the community.

Required or Suggested Time

These 60 videocassettes can be used as units or as supplementary materials for the various content areas. Although the clusters are self-contained, they are of progressive complexity, and later clusters use skills that are introduced in the earlier ones. The developers do recommend that all the videocassettes in a cluster be used together. Each videotape is 15 minutes long, but discussion questions and activities suggested in the teacher's guide could extend the time required to complete each program to several class periods.

Intended User Characteristics

The ThinkAbout series is designed for fifth- and sixth-grade students, but could be used with advanced fourth-graders for skill instruction or with seventh-grade students for review and reinforcement. No preparation or special skills are required of the teacher, although attendance at a workshop introducing the materials is recommended. An orientation manual is provided to aid in the planning of such preparatory workshops.

Rationale and General Objectives

The purpose of the series is to provide students with programs that will help them "to acquire and use the skills they must have to be independent learners and problem-solvers." Specific skills are geared to help students effectively express themselves, manage their

Data sheet by Carol H. Krismann.

own learning, reason systematically, and think flexibly. The teacher's guide points out that fifth- and sixth-graders are at a transitional point in their schooling where they must use basic skills acquired in the earlier grades in combination to learn content in various disciplines and to solve problems, thus becoming independent learners and problem-solvers. The intention of this series is to aid in that process.

Content

The 60 color videotape programs are organized into 13 skill clusters of increasing complexity; the clusters are entitled "Finding Alternatives," "Estimating and Approximating," "Giving and Getting Meaning," "Collecting Information," "Classifying," "Finding Patterns," "Generalizing," "Sequencing and Scheduling," "Using Criteria," "Reshaping Information," "Judging Information," "Communicating Effectively," and "Solving Problems." Each cluster includes several videotape programs that relate to an aspect of the skill under consideration. For example, the first cluster includes videotapes illustrating the need for alternatives, how to brainstorm, and how to use blockbusting techniques in solving problems.

Interspersed between the clusters are "Tip" and "Challenge" programs. The "Tips" present specific ideas for aiding independent learning and problem solving, such as memory aids, suggestions for dealing with anxieties, and goal-setting exercises. The "Challenges" offer complex problems for student investigation after the program is over, such as research into the unknown, designing a language, or planning a city of the future.

The videotape programs present stories easily related to the everyday life experiences or interests of the students. Real children act out the stories, which illustrate the use of one or more of the skills to be emphasized. Example topics include a canoe race, possible sighting of a UFO, school lunches, and the death of a grandfather.

Teaching Procedures

The major teaching strategies used in presenting ThinkAbout are viewing and discussing the videotapes and doing suggested activities relating the videotapes to mathematics, science, social studies, and study skills. The teacher's guide accompanying the program provides comprehensive instructions for using the program. For each cluster, the guide includes a list of goals and an introduction. For each program, the guide provides important teaching points, teacher preparation, a program summary, and discussion topics and activities designed to reinforce the targeted skills. For example, after viewing and discussing a videotape in which two boys attempt to determine how they can gain more information about UFOs, students collect information on community services and create a service map of their community.

The teaching guide also suggests activities relating to an entire cluster; these include going on field trips, creating exhibits, charting, researching, brainstorming, making a cultural survival kit, writing a journal, simulating, and debating. The guide also provides short descriptions of the ways such famous people as Rube Goldberg, Thomas Edison, and Susan B. Anthony used some of the thinking skills presented.

Evaluative Comments and Suggestions

These 60 colorful videotape programs are well organized and executed. The topics are of high interest to the target age group, and the content is easily understandable. Although the presentation is sometimes awkward and the children's conversation is at times hard to understand, the overall quality is good. The actors, both children and adults, are from many races and cultures, and the material is nonsexist. The teacher's guide is comprehensive, with clearly stated objectives and directions for carrying out activity suggestions. The numerous and varied activities reinforce the skills presented in an interesting way.

12. WEAVER, THE BAKER, THE BICYCLE-MAKER, THE

Producer:	Michael Hardy Productions
Publisher:	Denoyer-Geppert
Publication Date:	1979
Grade Level:	K-3
Materials and Cost:	Box containing 6 filmstrips, 6 cassettes, 64-pp paperbound teacher's guide, $140.00
Subject Area	Social studies

Overview

The Weaver, The Baker, The Bicycle-Maker is a set of six filmstrip/cassettes intended for use with primary-grade-level students. Each filmstrip focuses on a manufacturing process; the processes covered are making ice cream, bread, cloth, paper, bicycles, and glass. The accompanying teacher's manual provides background information, concept and vocabulary lists, follow-up discussion questions, suggested activities, suggested field trips, and a script of the filmstrip dialogue. The teacher's manual also contains an introduction, advice about how to plan a successful field trip, and a section on the importance of dramatic play. The activities outlined in the teacher's manual are appropriate for most primary-level children; they include such things as making ice cream, making bread, writing experience charts, and conducting experiments with printing and paper. The approach of the materials, taken as a whole, is consistent with the three learning propositions stated in the program's introduction: that primary-grade-level children learn best when they can involve all of their senses, that they learn by doing, and that they learn by asking their own questions.

Required or Suggested Time

Each of the sound filmstrips is approximately eight minutes long. If used with suggested activities, field trips, and discussions, as suggested in the teacher's manual, each filmstrip could occupy up to seven 30- or 40-minute class periods. The filmstrips may be used independently or in any sequence. In the opinion of this reviewer, the six filmstrips could be used together to form a social studies unit which could easily last an entire six-week grading period. The teacher's manual states that the kit contains sufficient materials and suggestions for planning an entire year of exciting lessons. Depending on the frequency and duration of social studies instruction, this may or may not be true.

Intended User Characteristics

The Weaver, The Baker, The Bicycle-Maker is intended for use by average-ability primary-grade-level students. The filmstrips depict a variety of environments and feature both male and female students of varying ethnic and racial backgrounds. No special teacher training is required to use this program, but administrative support for the field trips and the creative activities would be necessary.

Rationale and General Objectives

Specific objectives are not specified for the filmstrips, activities, or field trips, but the teacher's manual provides ample information for stating objectives if this is necessary. The program bases its instruction on three important propositions about how young children learn:

Data sheet by John D. Hoge.

(1) that children should use all of their senses to learn about items in their physical environment, (2) that children learn by doing, and (3) that children learn best when they are encouraged to ask their own questions. The fact that this program is child-centered and developmental in its philosophy is illustrated by such statements as: "The filmstrips and projects are designed to stimulate children to use their senses, to ask questions, and to discover their own answers through observations and experimentation....It is important for children to express themselves about what they have seen. This is part of their process of making sense of a process, turning it into usable knowledge. Such expression integrates their observations and feelings, and it is the beginning of an intellectual grasp of the subject."

Content

This program focuses on six separate manufacturing processes. "The Ice Cream Factory" shows the full process of manufacturing ice cream, from the dairy farm to the consumer. Children learn about pasteurization, refrigeration, storage, transportation, and the large-scale production of ice cream. "Miles of Thread" shows how cotton is processed from the field to the factory where it is made into blue jeans. Students learn about weaving and dyeing. "What Is Glass?" shows children how glass is hand-blown and shaped, as well as how it is drawn through huge machines which make hundreds of bottles or long strips of window glass. The manufacturing process of paper-making is the focus of "Where Does Paper Come From?" "Making Bread" examines the modern commercial process of turning wheat into bread. "How a Bicycle Takes Shape" shows the manufacture of steel, from iron ore to the metal pipes and parts which are assembled into a bicycle.

Teaching Procedures

The teacher's manual accompanying the filmstrips suggests that an individual filmstrip be introduced and shown as a motivational overview of the manufacturing process; discussion, activities, field trips, and dramatic play follow. Discussion questions are provided, as are numerous suggestions for activities and field trips. Activities suggested include making paper, freezing a variety of substances, experimenting with conductivity, making bread, making and using natural dyes, and studying yeast. Suggested field trip sites include a bakery, a textile factory, an optician's office, a print shop, and a construction site. The dramatic play portions of the program involve students in such activities as enacting the roles of people and machines at an ice cream factory. The teacher's manual indicates that the filmstrips may be shown after students have participated in the activities and field trips to help them relate these experiences to the manufacturing process. A list of supplementary reading materials for teachers and students is included at the end of the teacher's manual.

Evaluative Comments and Suggestions

The strength of this set of sound filmstrips lies in its highly creative, age-appropriate learning activities and the total integration of the filmstrips with field trips, discussions, activities, and dramatic play. The assumptions about how young children learn have obviously guided the development of these materials, and the result is likely to be substantial learning and a lot of fun. Teachers who like to have students quietly fill out a workbook or who typically show a filmstrip without any follow-up will lose many of the benefits of this program.

A second filmstrip/field trip/activity program produced by Michael Hardy Productions has recently been published by Denoyer-Geppert. While not reviewed in detail, Pipes, Wires, and People appears to offer an equally creative approach to the study of such services as water, electricity, mail, telephone, and food production and distribution.

13. GEO: THE GLOBAL EXPERIENCE

Publisher:	Rand McNally and Co.
Publication Date:	1978
Grade Level:	5-9
Materials and Cost:	Materials package containing globe, 23-pp paperbound globe handbook, folder containing 3 instruction sheets and 5 duplicating masters for worksheets, a flexible plastic ruler, and 25 sets of game cards, $35.00
Number of Players:	2 to 40
Subject Area:	Geography

Overview

Geo: The Global Experience is a game designed to teach globe skills to and reinforce listening skills of students in grades 5-9. The game can be used in a number of ways: as few as two students can play the game in individual work time, or as many as 40 students can be involved in a Geo tournament. The game is played by two teams of from one to three players each. Players on one team read challenge questions to their opponents; these questions require location of a city, country, or other feature on the globe using latitude and longitude. Bonus points are scored by answering additional questions which require understanding of direction and distance on the globe.

Required or Suggested Time

The time required to use the Geo game will vary greatly depending on how the teacher chooses to use it. For example, if the game is made available for students to play during individual work time, 20 to 30 minutes would be required to play one round. However, if the teacher organizes a tournament involving the whole class, competition could continue almost indefinitely.

Intended User Characteristics

Geo can be used to supplement any social studies course in grades 5-9 in which globe skills are developed. Some reading is required, but use of teams will permit even poor readers to play the game successfully. Although masters for a two-page glossary of geographic terms are provided, some prior familiarity with the terms would facilitate student participation in the game. The globe handbook which accompanies the program will be helpful to the teacher whose own knowledge of globe use needs improvement.

Rationale and General Objectives

The developers of Geo believe that through participation in the game students will be able to "determine global locations, determine global direction, determine global distance, achieve global perspective, and increase listening comprehension." They believe that the game format provides high incentive for the learning of these skills.

Content

Geo is played in the following manner. Two teams of from one to three students are each given a "Challenge Packet" containing six "Challenge Cards," one "Big One Challenge Card," a game guide card, and a game directions card. The teams use their cards to challenge the opposing team. Each challenge card contains a challenge to be read to the opponents. For example, the challenge might be to find a

Data sheet by Laurel R. Singleton.

capital city at 39 N latitude and 104 W longitude. If the opposing team locates the city--Denver--without further clues, they score ten points, which are recorded on the scoresheet duplicated from the spirit masters provided. If they cannot locate the city, they are given an additional clue; if they locate the city using the clue, they receive six points.

After locating the challenge, the team has the opportunity to answer three bonus questions read to them by their opponents. The bonus questions, which require students to apply understanding of direction and distance to their use of the globe, are worth two points each. An example bonus question is "From Denver travel westward through Utah to the state of Nevada. Name the capital city of Nevada. How far is it from Denver to Carson City?" A flexible plastic ruler is provided for measuring distances.

When the teams have completed their challenge cards, they have the opportunity to score 20 points by answering the multi-part "Big One Challenge," which also requires location of features on the globe according to their coordinates.

Twenty challenge packets are included in the game, so students can play ten rounds without repeating any of the questions they have previously answered or asked. The game also includes three sets of playoff cards containing questions to be read aloud only once by the teacher. The first team to locate the answer receives five points. An example playoff question is "The largest meteor crater in the world, 2 miles wide, is located in the country of Canada. Your coordinates will be for the province this crater is found in. You are to name the province for your coordinates. Coordinates are 51 N latitude, 73 W longitude." While the playoff questions are designed for use in tournament play, they could be used by small groups of students as well.

Teaching Procedures

The instructions suggest that the teacher first introduce students to the terms on the two-page glossary and then allow students to use the practice packets provided to become familiar with the rules of the game and to ensure that they understand the vocabulary being used. The game itself can then be deployed in a number of ways. Small groups of students can play the game or the whole class can participate in a tournament. Detailed instructions for running a 20-team, two-round tournament which will result in the crowning of "The Champions of the World" are provided. The instructions suggest that a globe for every two teams be provided, but this is not necessary for the successful running of the tournament.

Evaluative Comments and Suggestions

Geo: The Global Experience provides an interesting means of supplementing map and globe skills instruction while reinforcing listening skills. Teachers should find the game's flexible uses and the little preparation time required to be attractive features.

ANALYSES OF SECONDARY CURRICULUM MATERIALS

TEXTBOOKS

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14. AMERICAN ADVENTURES

Authors:	Ira Peck, Steven Jantzen, and Daniel Rosen
Publisher:	Scholastic Book Services
Publication Date:	1979 (rev. ed.)
Grade Level:	8-12
Materials and Cost:	Text, hardbound, 752 pp, $12.65 (also available as 4 paperbound units, 176 to 224 pp, $3.95 each); teacher's guide, paperbound, 232 pp, $5.50 (also available as 4 unit guides, 64 pp each, $4.00 each); 4 sets of 60 duplicating masters, $12.50 each
Subject Area:	U.S. history

Overview

American Adventures is a basal text in U.S. history for eighth-grade students of average or mixed abilities or for high school students who are below-average readers. Available as a single hardbound text or as four softbound editions, the materials emphasize short, easy-to-read chapters that are of high interest to the intended audience. Each chapter focuses on an important personality, event, or idea in U.S. history from the arrival of the first American Indians through the summer of 1978. Teaching procedures for the chapters involve reading, review, open-ended discussion, and a wide variety of strategies to help students better understand the content and develop various skills.

Required or Suggested Time

American Adventures is designed as a basal text for use in a yearlong, comprehensive survey course in U.S. history. The four major units are divided into six parts each and contain a total of 142 chapters. Each chapter contains two to four pages and can be read and discussed in one class period.

Intended User Characteristics

The program is designed for eighth-grade students of average and mixed abilities and for high school students of below-average reading ability. This analyst found the reading level to average seventh grade, based on the Fry graph. In addition, chapters are short, the writing is clear and direct, and the content is interesting, highlighting dramatic episodes and interesting personalities. These factors make American Adventures especially appealing to students who are below-average readers or who are poorly motivated.

Rationale and General Objectives

The teaching guide states that there are two common barriers to learning that the American Adventures program tries to overcome. The first is a reading barrier; the second is the preconceived notion held by some students that history is a dry, inaccessible subject. The authors have overcome these barriers by including highly interesting content which is relatively easy to read. Other goals were to revise the program so that it (1) covers important events of recent years as well as significant events of the past, (2) is arranged with continuity in a logical sequence, (3) contains an expanded number of useful teaching aids and resources, and (4) contains visuals which convey an authentic feeling for a particular period. Although general student objectives are not specified, the revised materials aim--as did the earlier edition--to provide success experiences,

Data sheet by Judith E. Hedstrom.

increase students' awareness of the relationships between historical events and personalities, develop and improve communication and interpretation skills as well as basic study and research skills, promote self-expression, and foster a deeper understanding of the problems inherent in a pluralistic society.

Content

American Adventures is arranged into four major sections: "A Nation Conceived and Dedicated: Prehistory to 1840"; "Old Hate-New Hope: 1840 to 1898"; "Coming of Age: 1898 to 1939"; and "Yesterday, Today, Tomorrow: 1939 and After." About half of the material focuses on the 20th century.

Within each section there are six units. The introduction to each unit, "Looking Ahead," gives a general overview of the period covered and presents historical background information. The three to eight chapters in each unit are self-contained episodes focusing on a specific historical person, event, or topic. For example, a unit examining the events leading up to the American Revolution includes chapters on Patrick Henry, the Boston Massacre, tea and taxes, Samuel Adams, and Abigail Adams. Each unit concludes with a "Looking Back" section which helps students review what they have learned and sharpen various skills.

The new edition covers important issues and events of recent years--civil rights, Vietnam, Watergate, the environment, and Carter's energy policies, for example--and also incorporates additional information from the past. The pictures included in this edition, for the most part, are from the historical period being discussed and can be treated as primary source documents.

Teaching Procedures

Students are involved in reading, reviewing, open-ended discussion, and a variety of class activities and projects. For each chapter, there is a short reading selection followed by "A Second Look...." This includes three questions--one which helps students review factual content, one which encourages students to consider their own opinions and various other points of view, and one which suggests an activity. The activities include making charts, library research, role playing, interpreting primary sources, writing and acting out skits, and preparing reports. The concluding section for each unit, "Looking Back," also helps students to review and to practice skills. Each of these includes (1) a timeline activity, (2) a primary source document followed by questions which help students interpret the source, and (3) a map, chart, table, or graph activity. These three activities can be assigned as homework or as in-class work.

The teaching guide is particularly helpful. For each unit, it suggests ways to use the "Looking Ahead" and "Looking Back" sections; objectives and content for each chapter are outlined. It may also suggest an introductory strategy; include ideas for approaching major themes or concepts presented in the chapter--such as role play, debate, dramatization, mock trial, etc.; present additional discussion questions; suggest a skill-building exercise; and provide additional background information. A pre/posttest for each of the four major sections is included in the guide. These are objective tests which emphasize important personalities, chronology, cause and effect, true/false/opinion questions, and reading skills.

Evaluative Comments and Suggestions

This is an excellent basal program in U.S. history for the intended audience. It is easy to read and interesting, and the activities are varied and encourage participation. The materials also emphasize skill development without the usual boring repetition. The content covered may not be as extensive as in texts written for advanced students, but it is adequate for a survey course for students of average or mixed abilities. Finally, the materials are physically attractive and the visuals selected play an important part in conveying information to the students.

15. AMERICAN GOVERNMENT TODAY

Author:	Marcel Lewinski
Publisher:	Scott, Foresman and Co.
Publication Date:	1980
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 784 pp, $12.93 (also available in brief edition, paperbound, 498 pp, $7.59); teacher's guide, paperbound, 240 pp, $4.62 (also available for brief edition, paperbound, 160 pp, $3.99); tests, 48 spirit masters, $18.00
Subject Area:	U.S. government

Overview

American Government Today combines a factual approach to the laws and institutions of U.S. government with a behavioral approach emphasizing political activity. The text can be used for a one-semester or one-year course. Content of the nine units includes the legislative, executive, and judicial branches of the national government; state and local government; and roles of the citizenry. Special features on government skills and careers are included. A brief edition of the text in paperback is also available. A teacher's handbook accompanies each version of the text. Tests on duplicating masters are available for the hardbound version.

Required or Suggested Time

Each of the text's 30 chapters is divided into sections, with each section being approximately a one-day lesson. Along with tests, reviews, and other suggested activities, these 125 lessons comprise a one-year course. If a one-semester course is desired, the teacher may either purchase the brief edition (18 chapters) or use only those lessons marked as "key" or essential to the study of U.S. government.

Intended User Characteristics

The publisher describes these materials as suitable for grades 9-12; however, the reading level averages high 11th grade and 12th grade using the Fry readability formula. According to the publisher, it averages at a somewhat lower level using the Dale-Chall formula. On the basis of these scores, the materials would seem most appropriate for 11th- or 12th-graders or for 9th- and 10th-graders of above-average reading abilities. Through its photographs and career descriptions, the text provides images of men and women in nontraditional roles, as well as positive images of minorities. The suggested teaching strategies will not require any specialized teacher training.

Rationale and General Objectives

The three major goals of American Government Today are: "(1) to provide factual knowledge of the institutions and political activities of American government at the national, state, and local levels; (2) to provide content in sufficient depth for students to understand the dynamics of political decision making; and (3) to give students an appreciation for effective citizen participation in the political process and thus to motivate positive, active citizenship." The author believes that, by combining the factual approach to American government with a political-behavior approach, students will achieve a more complete understanding of how government works and be more appreciative of their roles

Data sheet by Frances Haley.

in government. The teacher's handbook provides specific student objectives for every lesson.

Content

There are nine units in American Government Today. Unit 1, "Foundations of Government," briefly describes the need for government, various types of government and economic systems, and how government and economic systems are related. Following a brief historical background of the Constitution, the texts of the Declaration of Independence, Articles of Confederation, and Constitution are given. The final chapter in unit 1 focuses on changing the Constitution and laws and court decisions as sources of change for the Constitution. Units 2 and 3 focus on citizenship and citizens and on political participation. Chapters on rights and responsibilities of citizens, laws and lawyers, and protection of individual rights make up unit 2. Public opinion, pressure groups, and politics and political parties form unit 3.

The legislative branch is the topic of unit 4. In addition to background chapters on the Congress and how it works, there are chapters on Congress's relationship to the public and problems which face Congress. Units 5 and 6 focus on the executive and judicial branches; each includes chapters on problems faced by the subject area of government.

The longest unit is "Administration and Policy Making," unit 7. Chapters on foreign, defense, economic, and social policy are accompanied by chapters on the bureaucracy and on paying for government. Units 8 and 9 focus on state and local government. The unit on local government contains chapters on government in both metropolitan and nonmetropolitan areas.

A 32-page "Atlas of American Politics" contains demographic, political, and historical information presented in text, tables, charts, and maps. A glossary contains all words identified as important vocabulary words throughout the text.

Teaching Procedures

For each lesson within a chapter, the following directions are given for teacher use: preparation, objectives, motivator, lesson development, additional suggestions, and answers to review questions. For each chapter, additional text and audiovisual teaching aids are suggested and answers are given for chapter reviews, suggested activities, and chapter tests. Sixty-five black-line masters are provided in the back of the teacher's handbook for the complete text, 44 in the brief edition handbook. These special worksheets are keyed to lessons in the text. One-page chapter quizzes and two-page unit tests are available on separate spirit masters. All other review questions are provided in the student text.

A wide variety of teaching strategies are suggested, including discussion, role play, writing, and reading, with the major focus on reading and discussion.

Evaluative Comments and Suggestions

The combination of a factual approach with a behavioral approach to the study of government provides interest as well as depth to American Government Today. The teacher will have to spend some time preparing for lessons to ensure that varied teaching strategies are used.

16. AMERICAN PAGEANT, THE: A HISTORY OF THE REPUBLIC

Authors:	Thomas A. Bailey and David M. Kennedy
Publisher:	D.C. Heath and Co.
Publication Date:	1979 (6th ed.)
Grade Level:	11-college
Materials and Cost:	Text, hardbound, 1015 pp, $19.95; student manual, paperbound, 314 pp, $6.95; quizbook, paperbound, 286 pp, $5.95
Subject Area:	U.S. history

Overview

The American Pageant provides a chronological presentation of U.S. history, focusing most heavily on political and military history, but also covering economic, social, and cultural developments. This sixth edition, the most extensive revision of the text since it was first published in 1956, maintains the lively, humorous writing style which characterized earlier editions. The primary mode of presentation used is read/discuss/lecture. While no teacher's guide accompanies the text, a guidebook containing paper-and-pencil activities for students and a quizbook containing discussion and test questions are provided as teaching aids.

Required or Suggested Time

The American Pageant's 50 chapters provide ample material for a one-year high school course in U.S. history. Because no teacher's edition is provided, some planning time will be required of teachers who wish to use other than a read/discuss/lecture mode of presentation.

Intended User Characteristics

Although nowhere is it specifically stated in the text, The American Pageant appears to be a college-level text which the publisher also markets for use in grades 11 and 12. A Fry readability test by this analyst found the reading level to average grade 14. Although the text's lively writing style will enhance student interest, this reading level indicates that the text will be most suitable for advanced students in grades 11 and 12.

While the authors claim that more emphasis is given to ethnic minorities and women in this edition than in previous ones, improvements could still be made. For example, in a section covering the writers who came into prominence in the 1920s, no mention is made of the many black writers who were part of the Harlem Renaissance. Teachers may thus need to supplement the information provided in The American Pageant with additional readings.

Rationale and General Objectives

The American Pageant is designed to provide chronological coverage of U.S. history in a style that is interesting and stimulating. The authors state, "Believing that most people remember best what interests them most, we have endeavored to make this edition, like its predecessors, as stimulating as feasible without sacrificing overall coverage or the reality of the past." In developing this edition, the authors have specifically sought to include more information on social, economic, cultural, and intellectual history than previous editions contained.

Data sheet by Laurel R. Singleton.

Content

This text provides a chronological presentation of the events of U.S. history. While the bulk of the text focuses on political and military history, social, economic, and cultural history are treated as well. Chapters on these aspects of U.S. history are interspersed throughout the text and are supplemented with two color portfolios of paintings by American artists.

Half of the text's 50 chapters focus on U.S. history from exploration through Reconstruction after the Civil War. The remaining 25 chapters focus on events from 1880 to the present. Six chapters--a substantial portion of the text--are devoted to coverage of events since World War II. The titles of these chapters are "Harry S. Truman and the Cold War," "Korea and the Eisenhower Era," "The Stormy Sixties," "The Rise and Fall of Richard Nixon," "The Ford-Carter Transition," and "The American People Since World War II." This final chapter, which provides an example of the chapters devoted to social and cultural history, covers the postwar population boom, migration to the "sun belt," the problems of prosperity, the activities of minorities, culture and the "counter-culture," and prospects for America's future.

The chapters are presented in a standard format, beginning with a quotation from a figure of the era covered in the chapter. Additional quotations and vignettes are interspersed throughout the narrative discussion of historical events which follows. The narrative is written in a lively, humorous style. Each chapter ends with a "Varying Viewpoints" section and a list of "Select Readings." The "Varying Viewpoints" present discussions designed to stimulate student interest. For example, in the chapter on "The South and the Slavery Controversy," the idea that slavery was characterized by some historians as a relatively benign social system that would have died for economic reasons had the Civil War not been waged is discussed.

Teaching Procedures

Two aids to teaching are provided with the text, which is designed to be deployed in a read/discuss/lecture format. One is a student manual or guidebook, which contains paper-and-pencil activities to accompany each chapter of the text. The second aid is a quizbook, which provides a brief summary of each chapter, a list of significant names and terms covered in the chapter, and several sets of questions for use by the teacher. Example questions include "Argue for and against the principle of rotation in office. What are your conclusions?" and "Can a democracy fight a war effectively without resorting to undemocratic procedures? Explain in relation to World War I." Multiple-choice items suitable for testing purposes are also provided for each chapter. The quizbook also contains a list of "End-of-Term Questions," which could be used as term paper topics, and answers to the exercises in the guidebook.

Evaluative Comments and Suggestions

The American Pageant's most distinctive feature is the lively, often humorous style in which it is written. While this style is bound to be interesting and motivating for students, its use also entails some problems. On occasion, the light treatment trivializes and almost ridicules serious topics. For example, in discussing women's rights activists in the mid-1800s, the authors state, "A covy of clamorous female agitators emerged as the century neared its halfway point." Later in the chapter, the authors say, "Leaders of the woman's rights movement often marched arm in arm with other reformers. Professional 'do-gooders' popped up at every hand, giving the 1840s the distinction of being the 'hot air period' of American history." Colorful writing, yes, but unfortunately this airy approach characterizes many serious discussions. Some readers, like this analyst, may find such selections inappropriate.

17. CIVICS, CITIZENS, AND SOCIETY

Authors:	Allan O. Kownslar and Terry L. Smart
Publisher:	McGraw-Hill Book Co.
Publication Date:	1980
Grade Level:	9
Materials and Cost:	Text, hardbound, 448 pp, $10.23; teacher's guide, paperbound, 188 pp, $7.95
Subject Area:	Civics, political science, U.S. government

Overview

Civics, Citizens, and Society examines traditional civics topics for ninth-grade students of varying ability levels. The text's nine units focus on the historical evolution of government, Congress, the executive branch, the judicial branch, state and local government, the rights and duties of citizens, the political process, the operation of the legal and judicial systems, and the economic system. The authors have placed heavy emphasis upon acquisition of knowledge, study skills, and critical thinking skills. The teacher's resource guide accompanying the text contains complete lesson plans which include objectives; suggested activities for below- average, average, and above-average students; tests; answers for questions in the student text; and reproducible student activity sheets.

Required or Suggested Time

Civics, Citizens, and Society is designed as the basis for a one-year course. Individual units might be combined selectively for semester courses. The text contains 19 chapters organized into nine units. A suggested teaching time for each chapter is provided in the teacher's resource guide; most require one to two weeks to complete.

Intended User Characteristics

This text is intended for ninth-graders of all ability levels. The average reading level, according to the Fry graph, is also ninth grade. The publisher's reading level assessment is fifth to sixth grade. For many lessons, the teacher's resource guide suggests student activities for three ability levels. Many of the activities focus on basic skill development, with reading, vocabulary, and writing skills receiving special attention. No special teacher training is required.

Rationale and General Objectives

This text is designed to "provide a survey of the workings and development of our political processes from earliest times to the present." The teacher's resource guide identifies knowledge, study skill, and critical-thinking skill objectives for each chapter. Knowledge objectives include, for example, being able to describe the Congressional committee system and to list specific powers of the Supreme Court. Study skills developed include reading, viewing, listening, classifying, and surveying. Critical-thinking skills emphasized are skills related to problem solving; these include recognizing a problem, analyzing a problem, and analyzing and interpreting available information.

Content

The authors of Civics, Citizens, and Society examine traditional civics topics in most of the text's nine units. Unit 1 provides an overview of the historical

Data sheet by G. Dale Greenawald.

evolution of various forms of and ideas about government. Unit 2 examines the powers, structure, and operation of Congress, while units 3 and 4 consider the executive and judicial branches of the federal government. Unit 5 focuses upon the structure and operation of state and local governments. Unit 6 examines the rights and responsibilities of citizens in a participatory democracy, while unit 7 attends to voting, public opinion, pressure groups, and propaganda. Unit 8 presents information about the operation of the criminal and civil legal systems. Unit 9 compares the economic system of the United States with other systems and analyzes the role of the government within those systems.

The units are divided into a total of 19 chapters. Each chapter includes an introduction, a chapter outline, a glossary, several narrative sections, questions based on the narrative, and a chapter review. Each chapter also includes two special features: a career feature focusing on an occupation related to the chapter topic and a "Reading About" feature that provides a primary source reading on a central issue. The narrative portions of the text use numerous examples which should appeal to adolescents. For example, in a discussion of the role of federal courts, the case of Tinker v. The Des Moines Independent Community School District--a case focusing upon students' freedom of expression in school--is presented.

The text uses numerous pictures, maps, charts, and graphs to facilitate skill development and knowledge acquisition. Racial and sexual stereotyping are avoided throughout the text.

Teaching Procedures

The lesson plans outlined in the teacher's resource guide employ traditional read-and-discuss teaching techniques. Extending activities for below-average, average, and above-average students are also suggested. Questions for discussion are drawn from both the guide and the student text itself. Each chapter review section begins with questions stressing factual recall. Subsequent questions are noteworthy in their efforts to take students beyond recall to application of their learning. For example, after discussing pressure groups, students are asked to identify groups which might attempt to exert an influence upon a variety of specific bills. Answering this question requires an understanding of lobbying and an ability to identify potential pressure groups and their positions.

The chapter reviews also stress reading skills, writing skills, and vocabulary development. Each review section includes exercises to develop these skills. Use of boldface type for new terms and chapter glossaries facilitate vocabulary development.

The student activity sheets (reproducible sheets in the back of the teacher's resource guide) provide additional opportunities for students to apply their knowledge and to develop critical-thinking, reading, and writing skills. Several activity sheets are provided for each chapter.

Evaluative Comments and Suggestions

Civics, Citizens, and Society is a useful text for teachers concerned primarily with knowledge acquisition and the development of study and analytical skills. The text systematically develops these areas and is exemplary in asking students to apply the knowledge and skills taught. Unlike many recent civics texts, however, this text provides little opportunity for students to use the community as a learning resource or to apply their knowledge and skills outside the classroom. The section devoted to operation of student councils is one of the few opportunities that students have to apply their knowledge and skills in real-life situations. The teacher's guide indicates that community resource persons may be used to supplement instruction with the text, but where and how to use such persons is left to the teacher's discretion. In addition, the text often fails to provide a sense of the complicated moral issues that are often a part of the political process.

18. EASTERN HEMISPHERE, THE (OUR WORLD TODAY SERIES)

Authors:	Harold D. Drummond and James W. Hughes
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1980
Grade Level:	6-9
Materials and Cost:	Text, hardbound, 566 pp, $11.19; teacher's edition, hardbound, 660 pp, $12.69; workbook, paperbound, 158 pp, $3.24; teacher's edition of workbook, paperbound, 170 pp, $3.24
Subject Area:	Area studies, geography

Overview

This new edition of The Eastern Hemisphere provides a geographical approach to learning about the Eastern Hemisphere. Revised in both content and format, this edition also teaches students about history, culture, and politics and helps students develop reading, problem-solving, and geographic skills. The text is divided into ten units; the parts of the Eastern Hemisphere covered in individual units are northwestern Europe, central Europe, southern Europe, the Soviet Union, the Middle East and North Africa, sub-Saharan Africa, Asia, and Australia and the islands of the Pacific. The text is written at an easy reading level and is well illustrated. Teaching methods include reading and discussion, paper-and-pencil workbook activities, and a variety of classroom activities.

Required or Suggested Time

This text provides material for a full year's course on the geography, history, and culture of the Eastern Hemisphere. Teachers covering parts of that hemisphere in other courses might use units from this text to provide a geographic perspective. No indication is given of how much time is to be allotted to each of the text's 28 chapters, which range in length from 6 to 28 pages and are each accompanied by several workbook pages.

Intended User Characteristics

The textbook was written specifically for students in grades 6-9. Concepts are introduced gradually, the reading level is easy--grade 7 on the Fry readability scale--and new or difficult terms and words are highlighted. Activities in the text and the workbook are designed to provide material for students of widely varying ability levels. Teacher instructions are clear and explicit. No teacher training is necessary to use the text.

Rationale and General Objectives

The authors believe that "students in the intermediate grades have a growing curiosity and concern about other people and places." They have therefore written factual descriptions of life in the Eastern Hemisphere which they hope will appeal to the interests of the students. The authors also believe that students need certain skills to live effectively in a modern society. Specifically, the textbook was written to help students read; apply problem-solving and critical thinking skills; interpret globes and maps; understand time and chronology; locate, organize, and evaluate information; become more effective in oral and written communication; and learn to work more effectively alone and as group members. Specific cognitive, affective, and skill objectives for each unit are listed in the teacher's edition.

Data sheet by Regina McCormick.

Content

The textbook is organized into ten units subdivided into 28 chapters. Unit I introduces "The Eastern Hemisphere." Students learn some basic facts about this area of the world, read about conflicting ideas of governments and their political ideologies, and examine the problems of rapid change and population growth. In the second chapter of Unit I students learn important geographic terms and concepts, including latitude and longitude, the grid system, time zones, and the relationship of seasons.

Units II through X examine geographic regions of the Eastern Hemisphere: "Europe," "Northwestern Europe," "Central Europe," "Southern Europe," "The Soviet Union," "The Middle East and North Africa," "Africa from the Sahara to the Cape of Good Hope," "Asia," and "Australia and Islands of the Pacific." Students are given a brief history of the various countries and learn about their geographic characteristics, landforms, climate, topography, ways of living, education, and government. A theme which runs through the study of each region is how people have modified or adapted their environment to their own advantage.

Teaching Procedures

The student text is structured to provide both a framework for presenting the material and specific classroom activities for students. Students begin each unit by reading a concise "Unit Introduction," which provides generalizations about the climate, landforms, history, and politics of the region to be studied. Each "Unit Introduction" ends with a section called "Things You Might Like to Do as You Study About...," which contains ideas for student activities. In the unit on Europe, for example, students might interview several people who were born in Europe or form a committee to research life north of the Arctic Circle.

The teacher's edition suggests "Motivating Activities" that the teacher can use to begin each chapter. The interesting and varied activities include having students keep a record of the weather for a specific period of time, make a landform map of Romania, prepare for a trip to five locations in Spain, and role play people in a Middle Eastern marketplace.

Interspersed throughout the chapters in the student textbook are brief reading selections on human interest topics, called "Sidelights," and questions which test student comprehension. Students are encouraged to do library research and more in-depth studies of the various Eastern Hemisphere regions through the "Learn More About...." sections included in most of the chapters and all of the units. A "Review" section concludes each unit and chapter. This "Review" includes a "Summary" of unit highlights, "What Have You Learned" questions to help students recall factual data, and "Be a Geographer" questions which enable students to apply the globe and map skills learned throughout the chapters. All "Review" sections conclude with "Questions to Think About," which encourage students in critical thinking. The student workbook provides additional paper-and-pencil activities.

Evaluative Comments and Suggestions

Although no formal field test of the text was conducted, revisions in this edition were based on comments from users of the first edition. The result is a text that is easy for both teachers and students to use. The activities suggested in the teacher's edition and in the student text are interesting and varied, allowing teachers to use the text with students of differing ability levels.

More than half of the text is devoted to study of Europe. While a rationale for this study is given--that many of our own governmental and cultural traditions are based on European ones--some critics might feel that space should have been devoted more equally to all the areas in the Eastern Hemisphere.

19. ECONOMICS: PRINCIPLES AND PRACTICES

Authors:	James E. Brown and Harold A. Wolf
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1979 (rev. ed.)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 545 pp, $10.95; teacher's guide, paperbound, 129 pp, $2.55; workbook, paperbound, 153 pp, $3.90; teacher's edition to workbook, paperbound, 153 pp, $4.50; tests, duplicating masters, $22.95
Subject Area:	Economics

Overview

Economics: Principles and Practices is an economics text for a one-year high school course. Designed to provide a broad understanding of the American economy, the text is accompanied by a teacher's guide and a student activity book. An evaluation program on spirit masters is also available. Special features of the text include biographies of key economists, career descriptions, and applications of economic theory. Current economic issues are treated in an epilogue.

Required or Suggested Time

The text is designed for a one-year course. Semester or quarter courses may be taught by selecting chapters on various topics, such as micro- or macroeconomics, economic issues and problems, or economic policy. Each of the text's 28 chapters is divided into sections; the authors suggest that one section could be used as a day's reading assignment. Use of the activity book and assignment of suggested readings would increase the time needed to complete the text.

Intended User Characteristics

Economics: Principles and Practices is most suited for students in grades 11 and 12. The reading level is at grade 11, according to a Fry readability test. Some background in economics would be helpful to the teacher. In addition, no teaching strategies are suggested; only suggestions for reading and discussion are given. Therefore, the teacher who wishes to introduce alternative learning activities will have to spend time planning these.

Rationale and General Objectives

The authors' major goal is to "equip students with a set of analytical tools to help them reason objectively and independently about economic problems." Since economics is not "personal finance" but the broader study of society, individuals, and their needs and resources, students must have a broad view of the economy. Through participation in problem solving and analysis of economic issues, students will gain this broad understanding and be "able to participate more effectively in their roles as consumers, producers, investors, and voters."

Content

Economics: Principles and Practices focuses on economic institutions in the United States. The text's 28 chapters are organized into ten units. Unit I defines economics and reviews economic decision making. Unit II focuses on functional institutions both in business and nonbusiness (such as nonprofit

Data sheet by Frances Haley.

organizations, government, and labor unions). In the third unit, students learn about economic behavior--the market, supply, demand, and prices. Financial institutions are examined in unit IV, while unit V focuses on the role of government in the American economy. The overall economy is examined in unit VI, with chapters on the nation's income, economic growth, business cycles, inflation and deflation, and economic stability. The role of labor in the nation's economy is the topic of unit VII. Unit VIII focuses on economic security, with chapters on social economic problems, government intervention in promoting economic security, and the economics of agriculture. The world economy and other economic systems are treated in units IX and X. The book concludes with an epilogue on "current economic issues," among them poverty, inflation, unemployment, pollution, and the plight of the cities.

Three special content features are "Careers," eight descriptions of careers which require an economics background; "Biographies," one-page biographies of famous economists; and "Applications," essays on particular economic theories and practices. Examples of "Application" topics include education and income, stagflation, and global corporations.

Teaching Procedures

The teacher's guide contains the following sections for each chapter: objectives, major concepts, suggestions for discussion and analysis, and chapter review answers. Objectives are limited to three or four for each chapter. Sample objectives are: "to define certain basic economic terms," "to define the kinds of markets which might exist," "to show the role of the banking system." The major concepts are really summary generalizations of the main ideas of the chapters; for example, "In some countries, economic decisions are made by command, that is, by the direction of some central authority." Each chapter is divided into smaller "sections" designed as the basis for one day's reading assignment. Although some of the suggestions require student writing, the majority focus on teacher-led discussion. The chapter reviews include definitions for the chapter vocabulary and answers to the end-of-chapter review questions. Additional student aids include the student activity book (a paper-and-pencil workbook) and spirit master tests for chapters and semesters.

Evaluative Comments and Suggestions

The book is a basic economics text with a focus on economic institutions in the United States. If the objective of problem solving and analysis of economic issues is to be achieved, the teacher will have to spend preparation time in designing activities to develop these skills. Use of the activity book will help, but the suggestions for discussion and analysis do not go far beyond basic knowledge acquisition.

20. EXPLORING AMERICAN CITIZENSHIP

Authors:	John R. O'Connor and Robert M. Goldberg
Publisher:	Globe Book Co., Inc.
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 448 pp, $7.44 (also available paperbound, $6.45); teaching guide, paperbound, 54 pp, free; workbook, paperbound, 76 pp, $1.50
Subject Area:	Civics, U.S. government

Overview

Exploring American Citizenship is a civics text designed for use with junior and senior high school students of average or below-average ability. The text's controlled reading level, many reading aids, and emphasis on basic skill development make it particularly suitable for use with students who have reading problems. The text provides an overview of the American political system, with an historical emphasis. The primary teaching strategies are reading, discussion, and use of paper-and-pencil skill-building activities provided in the student text and the accompanying workbook.

Required or Suggested Time

The publisher does not suggest how much time is required to use the text. Each of the text's 48 relatively brief chapters would appear to require one or two days to complete. Thus, the book could be completed in a one-semester course. Since lesson plans and activity suggestions are not provided, some planning time will be required of teachers who wish to take other than a read-and-discuss approach.

Intended User Characteristics

Exploring American Citizenship is designed for use with junior and senior high school students of average and below-average ability. The reading level has been carefully controlled: fifth to sixth grade as reported by the publisher, seventh grade as determined by this analyst using the Fry graph. A number of aids to readability are also built into the text; these include use of advance organizers in each chapter, provision of a pre-reading vocabulary, and use of short chapters. End-of-chapter exercises are designed to reinforce knowledge acquisition and build reading and social studies skills.

Rationale and General Objectives

The teaching guide describes six major objectives for the text: (1) providing students with basic knowledge about the American system of government, (2) helping students develop attitudes "that lead to responsible action in society and in the classroom," (3) developing such skills as reading, understanding the vocabulary of the social sciences, and making generalizations, (4) helping slower readers by presenting materials that "are easy to read and understand," (5) emphasizing the need for students to discover information through a variety of tools, and (6) helping teachers by providing a variety of learning experiences in one readily available form.

The teaching guide presents a lengthy unit-by-unit listing of facts, ideas, and concepts students should understand after using Exploring American Citizenship. A list of 23 hoped-for attitudinal

Data sheet by Laurel R. Singleton.

outcomes is also provided. The advance organizers used in the student text provide knowledge objectives for each chapter of the text.

Content

Exploring American Citizenship provides a broad overview of the operation of the American political system. The text's historical emphasis is particularly evident in the first three units.

The first unit, "American Government," introduces the concepts of government and citizenship and provides a historical treatment of how the American system of government has developed. The second unit, "American Democracy," further develops understanding of the rights and responsibilities of a citizen of the United States. The historical treatment is continued with a discussion of how the rights of citizenship have gradually been extended to groups that were previously excluded. "American Political Parties," the third unit in the text, describes the functions of political parties.

Units 4 and 5 examine the federal government and state and local governments. Problems faced by the various levels of government are discussed. The sixth unit, "Our System of Justice," discusses the reasons for the crime problem, what can be done about the problem, and how the justice system works.

The topic of the seventh unit is "Our Economic System." "Our Foreign Policy" is the focus of the eighth unit. Again the approach is historical, tracing the development of American foreign policy from the late 18th century to the present. The final unit briefly examines "Careers in Government."

Teaching Procedures

Each chapter in Exploring American Citizenship begins with a section called "Purposes for Reading," which provides advance organizers for the student. This section is followed by "Knowing New Words," which provides a pronunciation guide and definitions for unfamiliar words in the chapter.

The chapter openings are designed to provide motivation in the form of a cartoon, photograph, headline, or quotation, often accompanied by interest-stimulating questions. These chapter openers are followed by four or five pages of expository text illustrated with additional photographs and cartoons.

Each chapter ends with review questions and skill-building activities. The review questions demand recall of information read in the chapter narrative. The skill-building activities cover both reading and social studies skill. Example exercises include reading and interpreting cartoons, maps, and graphs; reading and discussing primary source materials; and finding support for particular statements in the chapter. Occasionally, a "Things to Do" section at the end of the chapter suggests such out-of-class activities as observing shoppers in a local supermarket to determine how carefully they shop. The workbook also provides one exercise for each chapter.

The teaching guide accompanying the text provides some general suggestions regarding the use of questioning strategies and planning daily lessons. A few sample lesson plans are presented, but detailed suggestions for teaching are not given.

Evaluative Comments and Suggestions

The controlled reading level and numerous aids to reading used in Exploring American Citizenship make the text especially suitable for use with secondary students who need remedial work in reading or social studies skills. The program's effectiveness could be enhanced by improving the teaching guide. First, suggestions for teaching strategies which encourage student involvement in a variety of nonreading situations would be very helpful. Because the controlled reading level necessitates simplification of the content, a list of audiovisual and other supplementary materials would also be helpful.

21. FOUNDATIONS IN SOCIAL STUDIES

General Editor:	Nancy W. Bauer
Publisher:	Harcourt Brace Jovanovich, Inc.
Publication Date:	1977-1981
Grade Level:	7-12
Materials and Cost:	8 texts, paperbound, 128 to 200 pp, $4.05 to $7.50; 8 teachers' guides, paperbound, 82 to 96 pp, $0.99 to $1.50
Subject Area:	Civics, economics, global studies, history, interdisciplinary social studies

Overview

This series of eight student texts, each with accompanying teaching guide, deals with the origin and development of various aspects of our economic, political, and social systems. All eight texts are characterized by an interdisciplinary approach and by abundant use of colorful illustrations and excerpts from primary sources. Each text could form the basis for an independent unit, or portions could be incorporated into ongoing courses in a variety of subject areas. The materials were designed for use in grades 9-12 or for upper-intermediate or middle-school students who are reading at or above grade level.

Required or Suggested Time

These texts can be used in several ways. Each could form the basis for a quarter- or semester-long course; several could be grouped for a full-year interdisciplinary social studies sequence; or parts of the various texts could be incorporated into courses in history, government, sociology, psychology, civics, current events, economics, and consumer education. The teaching guides contain specific suggestions for integrating the materials into ongoing courses. Each lesson in the student texts may require from one to several class sessions to complete, depending on how many of the suggested activities the teacher uses.

Intended User Characteristics

Although the approach and format of this series would seem to indicate that the texts fall into the "high interest, low reading level" category, application of the Fry scale to random samples from the student books yields a reading-level range of grade 9 to college, averaging out at about grade 10.5. The publisher's test using the Dale-Chall formula on two of the texts showed a reading level of grades 7-8. The abundance of illustrations and the brevity of the narrative segments, which are interspersed with excerpts from primary sources, may make the books especially appropriate for high school students who are poorly motivated. Most of the primary-source excerpts are described as having been "adapted" to facilitate reading. In some unadapted excerpts synonyms for words that might be unfamiliar to students have been provided in brackets.

Rationale and General Objectives

The purpose of this series, according to the general editor, is to help students learn that "throughout history people have had similar concerns" but that "their answers have varied because of differing viewpoints and differing values." The approach is interdisciplinary; regardless of the specific focus of the book, each author has selected

Data sheet by Ann M. Williams.

content and concepts from the various social science disciplines in order to develop a curriculum that is an "image of reality" and to give students opportunities to "explore the themes and apply the questions to changing evidence and new situations."

Content

All eight student texts in this series follow basically the same format: after one or more introductory lessons, the unit contents are grouped into three to five parts. With the exception of Free Enterprise in America and Law and Citizenship in America, each of the student texts is concluded by a "Research Bank" of related readings, which are keyed to the various parts and lessons.

The part titles of each book are as follows: Free Enterprise in America: "How the System Works," "Individuals in the Economy," "Institutions and the Economy," "The Economy as a Whole." The Development of American Economic Life: "The Beginning of Economic Growth: 1607-1865," "The Industrialization of America: 1865-1929," "The Modern American Economy: 1929-Present." The Impact of the Industrial Revolution: "Life in England: Before the Industrial Revolution," "Forces of Change: The Industrial Revolution," "Costs and Benefits: Effects of Industrialization." The Individual and Society in America: "Creating a Society: The Puritans in Massachusetts 1630-1692," "A Changing Society: The United States 1820-1860," "The Urban Society: The Growth of Cities 1890-1920," "The Modern Society: The United States 1945 to the Present." Male and Female in Today's World: "Beliefs About Human Roles," "A Look at the Evidence," "Changes in Human [illegible]." The Development of American Foreign Policy: "A New Nation in the World: 1776-1815," "The Expanding Nation: 1615-1900," "The United States Becomes a Major Power: 1900-1945," "A Superpower in the Modern World: 1945 to the Present." Law and Citizenship in America: "What Is Law?" "Law in America," "Sources of Law," "Decision Making in a Democracy," "You as a Citizen." The Origins of Modern Nations: "The Starting Point: 800-1300," "Forces for Change: 1300-1800," "The Modern World: 1750 to the Present."

In all of the books the authors have related the topic to the lives of ordinary people throughout history. Also, various points of view are expressed. Visuals and excerpts of primary sources are used extensively.

Teaching Procedures

The learning activities developed for this series are essentially self-guided. They are interspersed among the readings under such headings as "Analyzing Your Ideas," "Applying What You Know," "Thinking It Through," and "Expressing a Point of View." A profusion of thought-stimulating questions and suggestions for further reading and investigation are provided.

For each lesson, the teaching guide provides an overview, objectives, key words and ideas, background information, activities and projects, suggestions for using questions in the texts, and methods for evaluating student learning. The activities and projects include individual, small group, and class activities and involve students in such activities as role plays, research, film viewing, and letter writing. The evaluation questions consist of a mixture of items of varying degrees of difficulty.

Evaluative Comments and Suggestions

These flexible materials were designed to appeal to secondary students of varying ability levels. While junior high students and senior high students who are not highly motivated are likely to be attracted by the visual format and the inclusion of numerous personal accounts, more-advanced students may find the approach and much of the content to be unchallenging and oversimplistic. The effect of "adapting" excerpts from primary sources is to purge them of style and personality; regardless of source, period, or context, they all tend to sound the same.

22. FREE AND THE BRAVE, THE

Author:	Henry F. Graff
Publisher:	Rand McNally and Co.
Availability:	From Houghton Mifflin Co.
Publication Date:	1980 (4th ed.)
Grade Level:	7-8
Materials and Cost:	Text, hardbound, 768 pp, $13.56; teacher's annotated edition, hardbound, 828 pp, $14.97; student workbook, paperbound, 142 pp, $3.69; teacher's workbook, paperbound, 142 pp, $4.23
Subject Area:	U.S. history

Overview

The Free and the Brave is a text designed for a one-year course in U.S. history. The text's major focus is prior to 1900, but it briefly covers events up to the 1979 SALT II talks in Geneva. The teacher's annotated edition encourages the use of an inquiry approach; questions and activities suggested in the student text support this. One of the outstanding features of the text is the extensive use of primary source materials representing various points of view. Average and above-average students at the seventh- and eighth-grade levels can use the text.

Required or Suggested Time

The Free and the Brave is designed to be used as the basic text in a year-long U.S. history course. Each of the 30 chapters will require approximately five to six days to complete. Some end-of-chapter activities may require students to work on their own time. Preparation time for teachers should be allowed, as no lesson plans are provided.

Intended User Characteristics

The publishers indicate that the text is intended to be used with students in grades 7 and 8. Using the Fry graph, this analyst found the text to average an eighth-grade reading level. Average and above-average students would benefit from the suggested teaching approach, which encourages the development of critical thinking skills. Students needing remedial work in reading and study skills would probably have difficulty using this text. No special teacher training is required; however, teachers should be somewhat familiar with the inquiry approach and should be willing to spend time preparing lesson plans.

Rationale and General Objectives

The teacher's edition states that The Free and the Brave was written to help prepare young Americans to live responsibly in a rapidly changing country and world by acquainting them with the conditions and changes in the past that have contributed to the situations of today and that will bear on those of tomorrow. It also states ten general objectives for the text. Among these are: "To impress the fact that American culture is plural....To show how democracy first took root and is continuing to evolve....To demonstrate how Americans have created an advanced technology--with advantages but with drawbacks.... (and) To provide help in developing the ability to think critically."

Content

The Free and the Brave focuses heavily on history prior to 1900. Only five

Data sheet by Judith E. Hedstrom.

of the 30 chapters--which are organized into eight parts--cover events of the 20th century. Primary sources--excerpts from letters and diaries, songs, paintings, photographs, illustrations, cartoons, etc.--are used extensively to motivate students and to help them better understand the periods being discussed.

Following a brief discussion of early Native American cultures, part 1 examines European explorations of America. Part 2 focuses on the establishment of colonies in what is now the United States. The third part covers colonial life and the American Revolution. In part 4, students learn about the establishment of the new government as well as events of the early years up through the War of 1812, the Monroe Doctrine, and the election of Andrew Jackson. Part 5 examines "Jacksonian democracy," the growth of industry, westward expansion, and the development of sectional differences. Part 6 discusses the Civil War and Reconstruction. In part 7, the author focuses on the growth of heavy industry, transportation, and communication after the Civil War; problems of farmers and workers; urban life and the "new immigration"; the Spanish-American War and the development of imperialism; the presidencies of Theodore Roosevelt and Woodrow Wilson; and reformations. The final part covers events from World War I through 1979.

The chapter openings form a particularly important part of the text, even though they are not lengthy. They consist of inquiry exercises that give students a perspective not usually gained from reading straight narrative. For example, the opening exercise for chapter 10 focuses on the fears and apprehensions of the English colonists at the time of their revolt; the opening to chapter 25 focuses on the movement to win equal rights for women. Opposing viewpoints are usually presented.

Teaching Procedures

The teacher's annotated edition recommends using an inquiry approach to teaching The Free and the Brave. A brief discussion of the steps in learning, the role of the teacher, and the appropriate classroom atmosphere is provided. An example of an inquiry is given, but no specific lesson plans are provided. The teacher's edition and text do aid somewhat in this process. For each chapter and part opening the teacher's edition points out issues or problems for possible inquiry. In addition, on nearly every page throughout the text the teacher's edition includes suggested topics or problems which students could explore. In the student text, a combination of review and inquiry questions is presented at the conclusion of each major chapter section; the "Workshops" at the end of each chapter also include a number of inquiry exercises. For example, students are asked to compare differing points of view on an issue, interpret various types of primary source materials, and form generalizations based on evidence.

One helpful feature of the teacher's edition is an index of such skills as analyzing primary source material, classifying information, making comparisons, summarizing data in a graphic, and collecting information from many sources. Other aids provided in the teacher's edition include brief chapter summaries, answers to in-chapter questions, and chapter tests with answers. The tests consist primarily of objective questions; each concludes with a "think question."

The student workbook provides several review and inquiry exercises for each chapter and part of the text.

Evaluative Comments and Suggestions

This text's major shortcoming is its lack of emphasis on 20th-century U.S. history. Another potential problem is the lack of direction in teaching with the inquiry approach. Nevertheless, teachers with some familiarity with this approach should be able to manage, as there are many suggested questions and activities designed to develop inquiry skills. The skills index should also be extremely valuable. Finally, the chapter and part openings and the extensive use of primary source materials are very motivating and should encourage students in the inquiry process.

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23. GLOBAL INSIGHTS: PEOPLE AND CULTURES

Author:	M.A. Farah et al.
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1980
Grade Level:	9-11
Materials and Cost:	Text, hardbound, 799 pages, $13.80 (also available as six individual modules, paperbound, 136 pp each, $4.20 each); teacher's guide, 217 pp, paperbound, $4.35; evaluation program, 96 duplicating masters, $25.80
Subject Area:	Area studies, world cultures

Overview

Global Insights: People and Cultures is a text usable in secondary-level (9-11) world cultures and area studies courses of two semesters' duration. Each of the six units included in the text is available separately in module form and can be used as the basis of a minicourse on a particular world region or as a supplement to world history or world geography courses. The text focuses on six cultural/geographic areas: China, India, the Soviet Union, Latin America, the Middle East, and sub-Saharan Africa. Skill development activities, primary and secondary source readings, case studies, and vocabulary exercises are integral parts of the program.

Required or Suggested Time

The materials for Global Insights may be used for a one-year course in world cultures or area studies. Alternatively, the six units could be used individually to form the basis for area studies minicourses or as supplementary material in courses on world history or world geography.

Intended User Characteristics

The publisher states that the reading level of the student materials is seventh to eighth grade, as indicated by the Dale-Chall scale. A Fry readability analysis by this writer indicates the reading level to be seventh to ninth grade. The text is designed for use by students within the normal range of intellectual capabilities. The activities offered in the teacher's guide allow students of mixed abilities to participate fully in the program. No special teacher training or school facilities are required.

Rationale and General Objectives

The authors of Global Insights believe that "Today a global perspective and intercultural understanding are essential." They have thus developed the text to foster the development of student "skills, attitudes, and behaviors which will enable them to function as effective citizens in a changing world." Skill-development objectives include obtaining and organizing data; using maps, charts, and graphs; making comparisons and testing hypotheses; interpreting; synthesizing; and generalizing. In the attitudinal arena, the authors aim to develop empathy, tolerance, and the capacity to understand other peoples. To this end, the text content focuses on "people rather than on nation-states or institutions." Specific objectives for each chapter are provided in the teacher's guide.

Content

Global Insights is organized into six units, each of which describes and analyzes a culture area defined accord-

Data sheet by Kenneth A. Switzer.

ing to geographic boundaries: China, India, the Soviet Union, the Middle East, Latin America, and sub-Saharan Africa. Each unit consists of nine to 12 chapters. For example, the unit on Latin America has chapters which cover the environment, human diversity, family and social class, customs and traditions, religion, education, growth and urbanization, rural areas, politics, Marxism, and contemporary forces for reform. The unit on the Middle East includes chapters on Islam and the Arab-Israeli conflict, while the African unit covers apartheid, black nationalism, and nation-building.

Each chapter opens with a visual--photograph or map--and overview questions tied to the visual. An introductory reading is used to set the scene for the study of the chapter topic and to arouse student interest. A brief narrative which accompanies the reading may explain or amplify the reading and provide a transition to the text content. Each chapter also includes a one- to three-page case study, consisting of source readings and quotations and a series of related discussion questions. Each chapter of the text ends with an "exploration" activity. This activity may consist of source readings, photo essays, quotations, maps or tables, or author narrative accompanied by discussion questions intended to tie together the information in the chapter and to place into context the chapter content as it relates to the overview questions. Last, each chapter contains a brief list of key terms.

Teaching Procedures

Major teaching procedures are reading and discussion. Interspersed throughout the text readings are overview questions, review questions, charts, graphs, maps, tables, and photographs. Inquiry activities involve students in gathering data, interpreting and analyzing data, and making and testing hypotheses. End-of-chapter activities are designed to help students review major ideas and terms, form personal opinions, and test those opinions against facts, as well as to apply chapter content to case studies. The teacher's guide provides additional ideas for supplementary learning activities, and cites both student and teacher print and nonprint resources.

Evaluative Comments and Suggestions

The publisher reports that no formal evaluation of Global Insights has been conducted. Certain area specialists might criticize the text's failure to include units on Japan and Europe. The strongest units are those that focus on a single nation--China, India, and the Soviet Union. The units focusing on larger geographic regions (Latin America, the Middle East, and sub-Saharan Africa) face the difficult problem of presenting the cultural similarities of the areas, while not losing sight of the differences encountered in a region as diverse as Latin America.

24. GOVERNING YOUR LIFE: CITIZENSHIP AND CIVICS

Author:	Steven Jantzen et al.
Publisher:	Science Research Associates, Inc.
Publication Date:	1980
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 500 pp, $12.45; teacher's guide, paperbound, 158 pp, $2.60; student activity book, paperbound, 127 pp, $2.85
Subject Area:	Civics, political science, U.S. government

Overview

Governing Your Life: Citizenship and Civics is a 120-lesson secondary text focusing on citizenship/civics topics. The text examines national, state, and local government; the origins of government; various political philosophies; American foreign policy; and the daily operation of the American political system. It also includes sections about consumer economics, career choices, and economic and social problems. In developing the text, the authors have employed what they call a fusion curriculum--an approach blending "social studies content with information reflecting the everyday lives and concerns of students." Attention was also given to educational research in development of the text. For example, variations in learning styles are accommodated by the authors' inclusion of four modes of presentation in each lesson: narrative, readings, activities, and visuals.

Required or Suggested Time

Governing Your Life is intended to be used as the basis of a one-year civics or government course. Although the authors do not suggest doing so, teachers could adapt the text for use in a one- semester course by deleting such chapters as "Career Choices" and "Consumer Economics." The text's 120 lessons each require from one to five days to complete, depending on how a teacher wishes to use the materials.

Intended User Characteristics

This text is designed for use with senior high students of diverse abilities. The readings, which comprise a large part of the text, range in readability from grade 7 to grade 12. However, the authors stress that teachers can select readings to match their students' abilities. The activities and visuals in the text can be used by students reading below grade level.

This text attends to issues influencing both urban and rural America. It depicts members of many ethnic and racial groups performing a variety of tasks and reflects the changing roles of women and men. Although no special teacher training is recommended, teachers must read the instructor's manual carefully. The rationale and psychological underpinnings of the text are carefully described, and concrete suggestions for using the text are offered.

Rationale and General Objectives

The authors of Governing Your Life: Citizenship and Civics contend that the purpose of the text is to "Help your students prepare intelligently and sensitively for their roles as citizens." Although it is not stated explicitly, the text suggests that such preparation includes acquisition of knowledge, skills, and attitudes.

The authors also identify three assumptions upon which the text rests.

Data sheet by G. Dale Greenawald.

First, they believe that conventional subject matter should be integrated with information of immediate concern to students "so that students can use each information to help them better comprehend and manipulate the other." Second, the authors believe that there is no single best way to learn, but rather that different people learn in different ways. Finally, they are committed to actions as essential for student learning.

Content

Governing Your Life: Citizenship and Civics focuses upon such traditional civics topics as what government is; different types of government; the Constitution; local, state, and national government; American foreign policy; political parties and political action; and public opinion and the media. In addition, the text considers career choices, consumer economics, social problems, and economic problems. While considering these issues, the text attempts to tap students' personal interests and personal development issues. Thus, such topics as decision making, roles, self-image, personal and societal change, and the individual's relationship to authority are also considered.

Each of the text's 120 lessons has four components: a brief narrative, a reading, an activity, and visuals. For example, a lesson entitled "Urban Politics" contains a one-page narrative about the struggle between machine politics and reformers; a campaign speech by Mayor Carl Stokes of Cleveland; a small group activity in which students decide how particular urban groups might view other groups; and a series of graphs and tables on cities.

Teaching Procedures

The instructor's manual accompanying this text offers an extensive discussion of the philosophy of the course, the course components, the psychological research supporting the curriculum, the role of the teacher, planning procedures, classroom management procedures, and testing.

The text is written to allow teachers flexibility in use. The instructor's manual describes how each of the components of a lesson can be used. The authors encourage teachers to select the most appropriate instructional approach or combination of approaches for each group of students. The authors also recommend, however, that teachers not employ old techniques exclusively. They stress the importance of encouraging interaction, activity, and community involvement.

Chapter tests are provided in the manual, as are suggestions and cautions regarding testing.

The activity book provides worksheets to accompany some of the lessons, as well as space for journal-type entries.

Evaluative Comments and Suggestions

Governing Your Life is an exceptionally innovative text which seeks to combine traditional civics topics with issues of concern to adolescents. It alerts teachers to the importance of classroom climate and the hidden curriculum, and it employs recent research about learning and adolescents to produce a superior product. An especially noteworthy aspect of the text is the use of visuals carefully chosen to relate to the lesson focus. In the hands of a skillful teacher, the visuals can be used with poor readers or nonreading students to develop sophisticated understandings and concepts.

While the publisher reports that the text is being used in both innovative and traditional classrooms, the innovative strengths of the text may deter teachers who feel uncomfortable with such new roles as organizer and resource person. The instructor's manual provides teachers with some assistance in assuming these new roles, but greater assistance could be provided, perhaps through a bibliography or more elaborate descriptions of how to use the various components of each lesson.

The text has been field tested and revisions made on the basis of feedback.

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25. HISTORY OF THE UNITED STATES, A

Authors:	Daniel J. Boorstin and Brooks Mather Kelley
Publisher:	Ginn and Co.
Publication Date:	1981
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 828 pp, $12.95; teacher's guide, in preparation
Subject Area:	U.S. history

Overview

A History of the United States provides comprehensive, up-to-date coverage of events in U.S. history for students at the secondary level. Providing ample material for a yearlong course, the text focuses most heavily on a chronological presentation of political and military history, but also examines economic, social, and cultural developments. The preliminary edition of the teacher's guide available for this review provides detailed lesson plans for using the text. These lesson plans, along with the chapter review material provided with each of the student text's 35 chapters, provide a wide range of activities in which students can become involved.

Required or Suggested Time

A History of the United States is a text designed to serve as the basis for a one-year course in U.S. history. Each of the text's 35 chapters is divided into three to six sections, which each require one to two days to complete. The chapter review for each chapter provides activities for out-of-class work or individual or class projects which will require additional class time if assigned.

Intended User Characteristics

This text is suitable for use with average or above-average students in grades 9-12. This analyst found the reading level based on the Fry graph to be ninth grade. The text's balanced treatment of ethnic groups in American history makes it suitable for use in classes which include students of varying backgrounds.

Rationale and General Objectives

In writing A History of the United States, the authors have attempted to help students answer the question "What does it mean to be an American?" by presenting a discussion of U.S. history designed to be "understandable, perceptive, beautifully illustrated, instructive, and a 'good read.'" To this end, the authors have taken an interpretive, chronological approach to their discussion of historical events.

The teacher's guide lists knowledge and skill objectives for each section of the text. Examples for a section of the text covering Spanish exploration in the Americas include: "Name some contribution made by each of the following to the Spanish explorations: Pope Alexander VI, Charles V, blacks, Indians" and "Demonstrate appreciation of, and skill in using, vivid language in a brief written account of a Spanish expedition."

Content

A History of the United States provides a fairly traditional chronological presentation of events in U.S. history, focusing most strongly on political and military history but covering economic

Data sheet by Laurel R. Singleton.

and social history as well. The text is divided into 12 units, introduced by a brief "Prologue" and concluded by an "Epilogue." Unit 1, "The Making of Americans," covers European exploration of the Americas, Native American cultures, the development of the colonies, and conflicts between Britain, Spain, and France. The second unit, "Forming a New Nation, 1763-1800," examines the events leading up to the Revolution, the Revolution itself, and the formation of the United States.

The third unit covers the administrations of Jefferson through Jackson. Unit 4 focuses on the events between 1800 and 1860 which led to the Civil War, whose conduct and aftermath are the topics of unit 5. The sixth unit examines "The New Industrial Age, 1865-1900." Unit 7 examines political reforms and the emerging American presence in the world in the years from 1890-1920.

Unit 8 covers postwar reaction and the coming of the Depression which, along with World War II, is more fully covered in unit 9. Unit 10 examines "Postwar Problems, 1945-1960." The eleventh unit focuses on the Kennedy, Johnson, and Nixon administrations, while the final unit, "The United States Looks Ahead," examines cultural changes in the second half of this century and the administrations of Ford and Carter.

Teaching Procedures

A varied approach to teaching is advocated for users of A History of the United States. Suggestions for presenting each of the text's 35 chapters are provided in the teacher's guide. The plans open with a suggestion for "Introducing the Chapter." These activities are designed to interest students in the material to be covered and to help teachers assess what students already know about the material. This opener is followed by section-by-section lesson plans, which include instructional objectives, teaching suggestions, reproducible student handouts, and suggested answers to the chapter review material in the student text. The teaching suggestions provided are varied. They include reading, discussion, map work, and a variety of student-involvement activities. Numerous role-playing and simulation activities are suggested. In addition, the teaching suggestions for each chapter include at least one activity designed to provide practice in a "basic competency."

Through its section and chapter review materials, the student text also provides a number of teaching strategies. The section review materials are generally questions testing students' acquisition of the factual information provided in the section. The chapter review materials are more varied. Each chapter review section contains four types of exercises. The first, entitled "Meeting Our Earlier Selves," asks students to analyze information about the historical figures and events discussed in the chapter. The second section asks "Questions for Today," which require students to apply learning from the chapter to contemporary issues. The third section of the chapter reviews focuses on "Your Region in History," asking students to examine such questions as "What leaders from your state or region were active in national politics and the struggles of the Gilded Age?" Finally, students participate in activities which are designed to build "Skills to Make Our Past Vivid." Such skills as gathering and graphing information, interviewing, interpreting maps, and debating are covered.

Evaluative Comments and Suggestion

A History of the United States provides comprehensive, up-to-date coverage of U.S. history suitable for any teacher using the traditional approach of focusing most heavily on political and military history. Both the teacher's guide and the student text provide many suggestions that will help the teacher convey the subject matter in a way that should interest and motivate students.

26. INSTITUTE FOR POLITICAL AND LEGAL EDUCATION

Publisher:	Institute for Political and Legal Education
Publication Date:	1976-1979 (rev. eds.)
Grade Level:	9-12
Materials and Cost:	5 teachers' guides, paperbound, 103 to 263 pp, $4.00 to $12.00; implementation guide, 3-ring binder, 201 pp, $12.00 (supplementary materials include filmstrips, lesson plans, pamphlets, and workbooks)
Subject Area:	Legal education, political science, U.S. government

Overview

The nationally validated Institute for Political and Legal Education (IPLE) program is designed to actively involve students in learning about the electoral process, decision making in government, and the law in U.S. society. A variety of experiential learning activities are suggested in the five teaching guides: Voter Education, Government: The Decision Making Process, Individual Rights, Juvenile Justice, and Law and the Family. Activities include an internship program with government officials, conducting a voter registration drive, role playing and simulations, conducting mock trials and a model Congress, and analyzing legal cases. A variety of print and audiovisual materials are available for use with the teaching guides. An implementation guide is also available.

Required or Suggested Time

IPLE states that its materials can be combined in a variety of ways to form yearlong courses in practical politics, government, and law. Teachers using other basal materials in these courses could also use the IPLE materials in a supplementary manner. Specific ways of interrelating the five units are not suggested in the print materials, but are covered in the five-day teacher-training program offered by IPLE.

Intended User Characteristics

The IPLE materials have been designed for use with secondary students of varying ability levels. A Fry readability analysis of student readings contained in the five teachers' guides showed an average readability level of 11th grade. However, this reading level should not deter teachers in grades 9 and 10 or teachers with a number of poor readers from using the program, since experiential learning strategies are stressed.

The program's "the community is the classroom" philosophy demands that there be strong administrative support for the program; students may spend as many as 35 days outside the classroom. While the implementation guide and the five teachers' guides do provide much helpful information on use of nontraditional teaching strategies, as well as useful background on the law, teacher training is highly recommended.

Rationale and General Objectives

The developers of the IPLE program are concerned that young people know little about the American political system and express disillusionment and frustration with that system. The developers believe that "There is a strong need for an awareness and understanding of the political, governmental, and legal process."

Data sheet by Laurel R. Singleton.

Secondary Materials

The IPLE program is an attempt to correct this problem. Developed to be relevant in the real world of political action, the program attempts to "utilize all resources in the community and State as a real and practical base for learning."

Content

The IPLE materials are subdivided into three areas of concentration: voter education, government, and law. The Voter Education unit provides a broad introduction to the electoral process in the United States. Topics covered include voter registration, issue analysis, canvassing, election strategies, use of the media in campaigns, the functions of political parties, and the electoral college.

As its title implies, Government: The Decision Making Process focuses on the processes by which decisions are made, with state government used as a model. Specific topics covered include the functions of state, county, and local governments; interrelationships between the various structures of government and citizens; the influence of pressure groups and lobbyists on the legislative process; and the legislative process itself.

The legal education component of the IPLE program is currently composed of three units: Individual Rights, Juvenile Justice, and Law and the Family. (A fourth unit, Fair Trial v. Free Press, is temporarily unavailable.) Individual Rights covers three broad areas: the foundations of the law, the rights of the accused, and freedom of expression. Juvenile Justice covers juvenile and adult court systems and legal procedures, as well as rights and responsibilities of students in school. Law and the Family provides an overview of some areas in which the law touches family and personal life.

Teaching Strategies

The IPLE program relies on a wide variety of experiential learning strategies. For example, the Voter Education unit involves students in a voter registration drive, an election information/issue analysis center, a simulated election, a candidates' night, analysis of media coverage of campaigns, and a debate. In the government unit, students participate in an internship program in which they experience firsthand the daily routine of government, conduct community research regarding opinions on local issues, role play a lobbyist and a policymaker, participate in several simulations, and conduct a model Congress. Activities in the three units on the law are equally varied. Students read and discuss case studies, observe actual legal proceedings, conduct mock trials, talk with representatives of the justice system, and participate in values-clarification activities.

The various activities are described in the teaching guides, which also provide masters for necessary student handouts. The guides provide useful background information on the law for teachers who may not be wholly familiar with this area.

The implementation guide provides tips for using many of the teaching strategies, along with information on using community resources, conducting the model congress, evaluation and testing (sample test items are included), and public relations. Outlines for teacher-training sessions and awareness presentations are also provided.

Evaluative Comments and Suggestions

The IPLE program has been extensively field tested and has been validated by the U.S. Office of Education. The five currently available teachers' guides provide a wealth of information on the law and numerous ideas for stimulating instructional strategies. The active student involvement which is stressed makes the program suitable for use with students of widely varying abilities. The fact that certain guides referred to in the materials are not now available while newer guides are not mentioned in the general discussions of the program was somewhat confusing to this analyst. An up-to-date discussion of currently available materials would be useful.

27. MAGRUDER'S AMERICAN GOVERNMENT, 1980

Author:	William A. McClenaghan
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1980
Grade Level:	11-12
Materials and Cost:	Text, hardbound, 820 pp, $11.85; teacher's guide, paperbound, 122 pp, $3.96; workbook, paperbound duplicating masters, 62 pp, $28.50; tests, paperbound duplicating masters, 78 pp, $28.50
Subject Area:	U.S. government

Overview

Magruder's American Government is the only secondary-level U.S. government textbook on the market that is revised annually. Thus, the textbook includes up-to-date information about present developments and changes in the governmental structure. The teacher's guide, textbook, and accompanying workbook, which is presented on duplicating masters, offer ample material for a one-year course for students with average or better reading ability. Case studies, visuals, maps, graphs, charts, and cartoons are interspersed throughout the narrative portions of the text to illustrate and highlight the concepts and content. Chapter features include opening organizing questions and a closing summary statement.

Required or Suggested Time

This text is designed for a one-year course in U.S. government. The only calendar appearing in the teacher's guide suggests 180 days of instruction. A teacher could presumably use the text in a one-semester program by deleting certain chapters.

Intended User Characteristics

Magruder's can be used by high school students with average or above-average reading and learning skills. This analyst found the average reading level according to the Fry formula to be 11th grade. The materials are packed with factual information, however, which students may be able to understand but not retain. A background in political science would help teachers in explaining how the governmental structures that are described operate and interact.

Rationale and General Objectives

The author of this text believes that it is particularly important for students to study and understand the American system of government because it has the following characteristics: "Government in the United States: (1) is a democratic government, (2) is a complex system, (3) can be no better than the people are willing to make it, (4) is an all-pervading social force, and (5) is expensive." The first characteristic demands that citizens participate and "govern themselves." The second and third suggest that citizens must be willing to commit the time to study all of the interacting parts of the system in a disciplined way. The fourth and fifth characteristics focus on the extent to which government influences every aspect of a person's life. The one basic objective of the text is, as it has been since 1917, "to describe, analyze, and explain the American system of government" so that students will achieve the understandings necessary for citizens in a democratic society.

Data sheet by Mary Jane Turner.

Content

Magruder's consists of 33 chapters organized into seven major parts: "The Foundations of the American Governmental System," "Citizenship and Civil Rights," "The Politics of American Democracy," "Congress: The First Branch," "The Presidency: The National Administration and Public Policy," "The Courts and the Administration of Justice," and "State and Local Governments." The appendix contains the Declaration of Independence and an outline of the Constitution as well as the full text. An interesting two-page feature entitled "Stop the Presses," which contains last-minute changes in statutes, court decisions, and so on that could not be included in the main body of the text, is also provided.

The first chapter in the text is essentially an overview chapter that defines the basic concepts with which students will be working--government, democracy, economic systems, state forms of government, and so on. Subsequent chapters focus on the historical antecedents to the American system, the Constitution, federalism, civil rights, voting behavior, and the electoral process. Parts 3 through 6 are concerned primarily with the structure of government and legal arrangements within the three branches. The final section deals with state and local government, with individual chapters paralleling the preceding parts. Throughout, the content is factual and accurate. The presentation is largely descriptive, although some attention is paid to explanation.

Teaching Procedures

The same organizational principles are used throughout the text. One or two pages of overview are provided for each major part. Three questions intended to focus the study ("guidepost questions") precede the narrative in individual chapters. The entire chapter is then presented with no further suggestions for students. Most chapters contain captioned visuals, graphs, and charts. Students are not, however, requested to react to these. Some chapters contain case studies illustrative of the chapter theme. Questions are provided with these; answers appear in the teacher's guide. The chapters are concluded with a summary, review questions, open-ended questions requiring analysis and thought, suggested activities, and a reading list.

The teacher's guide includes learning objectives, important terms and concepts, and answers to all questions in the student text, including the guideposts for each chapter. The guide also provides listings of reference and library resources and instructional media. Ample information is provided in the student text and in the teacher's guide for conducting classroom discussions. Directions are not provided for developing involvement activities, although a few are suggested.

The workbook provides information review and skill-development activity for each chapter. In some instances, students read an historical excerpt or hypothetical case and answer questions relating to the facts. In others, they must apply what they have learned from the student text. Opportunities to interpret graphs and charts are also provided. Answers for all of the exercises are available to the teacher.

The tests accompanying the text contain true/false, multiple-choice, and matching questions which require recall of factual information presented in the text.

Evaluative Comments and Suggestions

In many ways, Magruder's is one of the most valuable texts on the market because it contains so much accurate, up-to-date, factual information. It is without doubt an excellent resource. However, unless the teacher is willing and able to assist students in analyzing and thinking about what they have read, they may become bored and disinterested. Magruder's offers little that contributes to an understanding of why things work as they do, what may be the consequences of specific governmental actions, or how to go about effecting change.

28. OUR COMMON HERITAGE: A WORLD HISTORY

Author:	Daniel Roselle
Publisher:	Ginn and Co.
Publication Date:	1981
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 662 pp, $12.95; teacher's guide, in preparation
Subject Area:	World history

Overview

Our Common Heritage: A World History is a revision of Roselle's earlier text A World History. While retaining the earlier text's cultural approach, Our Common Heritage places increased emphasis on non-Western cultures to accompany the traditional discussion of European and American developments. The text provides material for a year-long course in world history for students in grades 9-12. The preliminary edition of the teacher's guide available for this review includes knowledge, skill, and affective objectives for each of the text's ten chapters. It also includes numerous teaching strategies, some specially designated as being appropriate for use with slower learners. The text's reading level is tenth grade.

Required or Suggested Time

Our Common Heritage is designed to serve as the text for a full year's course in world history. The preliminary edition of the teacher's guide which was available for review does not indicate specifically how much time is required to complete each of the text's 35 chapters, but three to five class periods would appear to be adequate for each.

Intended User Characteristics

The text is designed for use with students in grades 9-12. Although the teacher's guide suggests some activities for slower learners, the text's readability level--grade 10 according to the Fry graph--indicates that it is probably most suited for average and above-average students.

Rationale and General Objectives

Our Common Heritage is based on the premises that "the world's cultures have become increasingly interdependent" and that "change has always been the central fact of human existence." According to the publisher, "By examining the simultaneous development and diffusion of both Western and non-Western cultures, this book helps students to understand the total story of the history of our world." The author has taken a multidisciplinary approach, drawing on information from anthropology, sociology, philosophy, the sciences, and the arts.

The teacher's guide lists knowledge, skill development, and affective objectives for each of the text's major divisions--a prologue and ten units. Skill categories covered in the text include interpreting maps and charts, interpreting pictures, interpreting different kinds of written information, understanding chronology and time relationships, developing vocabulary, organizing information, and writing.

Content

Our Common Heritage provides broad coverage of the development of world cultures from prehistory to the present.

Data sheet by Laurel R. Singleton.

Secondary Materials

The prologue to the text covers prehistoric peoples. Unit 1, "Civilizations Develop in Four Regions," discusses early civilizations in the Middle East, Nile Valley, India, and China. The second unit, "Early Builders of the Western Heritage," focuses on the Greek and Roman civilizations, as well as the development of Judaism and Christianity.

Unit 3 covers early civilizations of India, China, and Japan and examines the influence of Islam on Asian cultures. Unit 4 examines early cultures in Africa and the Americas.

The fifth unit looks at "Europe in Transition: From Feudalism to Nations." Unit 6 continues the emphasis on Western cultures, examining revolutionary movements in Britain, France, other European countries, and the North American and Latin American colonies. Unit 7 discusses the impact of the Industrial Revolution on Western culture. Unit 8 examines "Nations, Wars, and Imperialism."

Unit 9 focuses on the world wars and the Russian Revolution. The topic of Unit 10 is "Our Contemporary World: Rapid Changes and a Boundless Future."

Teaching Procedures

The student text is organized to facilitate teaching. Each chapter opens with a "Keynote," an anecdote designed to motivate student interest in the chapter. This is followed by the narrative of the text, written in typical textbook prose and colorfully illustrated with maps and pictures. Numerous selections from primary sources are included. Each chapter is divided into several two- to four-page sections, which each end with several recall questions designed to help students "Check on Your Reading." At the end of each chapter is a section entitled "Let's Meet the People," in which some aspect of life in the era covered in the chapter is illustrated through a personal account. The "Chapter Review" section for each chapter includes three types of activities: "Think and Discuss" questions, which require analysis of information gained in the chapter; "Past and Present" activities, which help students link historical events with current life; and "Activities," which involve students in such things as writing reports, arranging displays of the arts of various cultures, analyzing music from different eras, staging a mock trial of Robespierre, and debating.

The preliminary edition of the teacher's guide indicates that it will also be helpful to teachers. The teaching material for each unit is presented in the same format. First an overview of the unit's content and key concepts is given, followed by a list of learning objectives. For each chapter, a number of teaching strategies are suggested, along with answers to the questions in the student text. Some of the activities are asterisked to indicate their suitability for slower learners. While the activities suggested are varied, the most common teaching techniques suggested are reading, discussion, research, and writing reports. The teacher's guide also includes masters for student worksheets and test items.

Evaluative Comments and Suggestions

Teachers looking for a world history text which emphasizes both Western and non-Western cultures will find Our Common Heritage to be a welcome addition to the market. Although the publishers have made an effort to make the book suitable for all ability levels through their inclusion of activities specially designated as useful for slower learners, this analyst believes the text would be most effective used with average or above-average high school students.

29. OUR NEIGHBORS IN LATIN AMERICA

Authors:	Edmund Lindop with Ernest W. Tiegs and Fay Adams
Publisher:	Ginn and Co.
Publication Date:	1980
Grade Level:	7-8
Materials and Cost:	Text, hardbound, 464 pp, $9.50; teacher's edition, spiralbound, 480 pp, $12.05; box of tests and outline maps (52 duplicating masters), $16.80; workbook, paperbound, 144 pp, $2.50; teacher's edition of workbook, paperbound, 144 pp, $2.50
Subject Area:	Area studies, interdisciplinary social studies

Overview

An extension of Ginn's K-6 social studies series, Our Land and Heritage, this text for junior high school students is a complete revision of the text Understanding Latin America. The student text is organized into a prologue, five units, and an epilogue. The first unit provides an overview of Latin America and its history during and after European colonization; the remaining units deal with the cultures, needs, problems, and conditions in four Latin American regions. The historical analysis of each region follows a traditional chronological approach. The teacher's edition contains suggestions for procedures, discussion questions, and extending activities. Map work is an important component of the program; in addition to studying the many maps in the text, students may use a supplementary set of outline maps to reinforce geographic skills and knowledge.

Required or Suggested time

The publisher does not indicate how much time is required to use this program. However, it appears that the text's 14 chapters and accompanying activities are designed to serve as the basis for a yearlong course.

Intended User Characteristics

Our Neighbors in Latin America could be used with students at any middle school or junior high grade level, depending on the particular curriculum pattern of a school or district. However, the text is designed as an extension of the publisher's K-6 series and thus might be most appropriate for seventh-graders. On the basis of the Fry graph, the average reading level is grade 6.5. No special qualifications or preparations are required of the teacher.

Rationale and General Objectives

The introduction to the teacher's edition states that Our Neighbors in Latin America has the following central purposes: to help students "acquire a sympathetic and intelligent understanding of the specific problems and conditions that confront the Latin Americans...," "appreciate the growing need for good relations between Latin America and the United States...," "[become] more aware of the interdependence among nations...," and "enhance their understanding of others and improve their ways of working with other people."

Teacher objectives for each unit and student objectives for each chapter are specified in the teacher's edition.

Data sheet by Ann M. Williams.

Secondary Materials

Content

The groundwork for studying Latin America is laid by the prologue to the student text, which offers a brief summary of pre-Columbian Native American civilizations and some suggestions for "becoming better acquainted" with the book. Unit 1 describes the "great treasure hunt" as European explorers ventured across the Atlantic in search of fabled riches, and the subsequent period of colonial domination. The last lesson in unit 1 deals very briefly with the economy, geography, and population of the Latin American region as a whole.

The remaining four units deal, respectively, with four groups of nations: "Our Nearest Southern Neighbors" (Mexico, the Central American countries, and the West Indies), "The Five Republics of Simon Bolivar" (Venezuela, Colombia, Ecuador, Peru, and Bolivia), "Our American Neighbors South of the Tropics" (Chile, Argentina, Uruguay, and Paraguay), and "One Large Nation and Three Small Ones" (Brazil, Guyana, Surinam, and French Guiana). Within each unit, the various countries are described separately; the amount of space devoted to a country roughly reflects its size and political and/or economic importance. A historical analysis and discussion of current conditions are presented for each country covered.

An epilogue touches on relations between Latin American countries and the United States.

Teaching Procedures

The introduction to the teacher's edition includes a description of the Our Land and Heritage series and its products, an overview of this text, suggestions for using the text and related activities, a bibliography of student and teacher readings, and charts showing how the concepts and skills covered are related to various units. The skills chart is organized by seven skill areas: map/globe, locating information, acquiring information, recording/organizing, communicating, critical thinking, and appreciation/awareness.

Teacher objectives, skills treated, and suggestions for introductory and culminating activities are presented for each unit. For each lesson, the marginal notes specify cognitive and attitudinal objectives for students, new vocabulary and concepts treated, answers to questions in the text, and instructions for introducing and using the lesson. Relevant background information, suggestions for extending activities, and lists of related career, environmental, and economic concepts are also presented throughout the teacher's edition.

The primary methods of instruction suggested in the teacher's edition are reading, lecture, discussion, and map study. The related or extending activities represent a broader range of strategies, among them games, role plays, research, field trips, art or craft projects, and workbook exercises. Study questions and activities are also presented at the end of each chapter in the student text. Examples of chapter-ending activities are creating bulletin boards, dramatizations, research, and vocabulary development.

Evaluative Comments and Suggestions

The factual content of Our Neighbors in Latin America is comprehensive and logically organized. However, because the text attempts to cover a vast amount of content, some aspects of Latin American history receive cursory treatment. In addition, teachers should be aware that the narrative and many discussion questions in the student text are colored with the authors' moral perspective: "How could we as a nation help our less-fortunate neighbors in Latin America?"

The information provided in the teacher's edition is clearly presented and easy to use. Teachers who are comfortable with a directive classroom climate will find the text and suggested instructional procedures congenial. Teachers who prefer a less directive climate may feel the need for strategies which provide more room for development of critical-thinking skills and inquiry.

30. RELATIONSHIPS: A STUDY IN HUMAN BEHAVIOR

Author:	Helen Gum Westlake
Publisher:	Ginn and Co.
Publication Date:	1980 (rev. ed.)
Grade Level:	11-12
Materials and Cost:	Text, hardbound, 435 pp, $10.25; teacher's guide, paperbound, 156 pp, $3.75
Subject Area:	Family life education, psychology, sociology

Overview

Relationships: A Study in Human Behavior is a one-year text written for senior high school students of varying abilities. The author's main objective is to "help students understand their own behavior and the behavior of others." The 36 short to moderate-length chapters are organized into four units: "Understanding Ourselves," "Understanding Others," "Understanding Marriage," and "Understanding Parenthood." The text is well illustrated with photographs, charts, and diagrams. Major teaching strategies are presented in a comprehensive teacher's guide. These strategies include large- and small-group discussions, simulation games, and active student projects requiring interviewing and photographing. The suggested activities offer sufficient variety to be applicable to all ability levels.

Required or Suggested Time

The text is designed to provide materials for a one-year family life course. Material from the text can also be selected to supplement sociology and psychology courses. No specific time references for using the text's 36 chapters, ranging in length from 6 to 18 pages, are given. The time used by a teacher on an individual chapter would vary according to the number of suggested activities actually used.

Intended User Characteristics

Relationships: A Study in Human Behavior is intended for senior high school students of varying abilities. The wide variety of teaching strategies/activities presented represent a range of difficulty, although activities usable for average and above-average students are more numerous than those for below-average students. The average readability level, according to this analyst's application of the Fry scale, is grade 10. The publisher's tests show a readability of grade 8. While the vocabulary introduced is generally well explained in the text, it may be somewhat difficult for the below-average student.

Rationale and General Objectives

Relationships: A Study in Human Behavior "has been written to help students understand their behavior and the behavior of others." It is "designed to give students facts on both sides of a question." Furthermore, the text is "designed to encourage students to follow those behaviors which strengthen individuals and families. . . (and) to challenge students to oppose those behaviors which tend to weaken individuals and families." To accomplish these objectives, material is drawn from the many disciplines that research human behavior--psychology, sociology, anthropology, biology, psychology, philosophy, religion, and education.

Data sheet by William T. Cleveland.

Secondary Materials

The teacher's guide lists objectives for each of the 36 chapters, building from knowledge and awareness to analysis, synthesis, evaluation, value clarification, and internalization. The philosophical framework of the concepts, strategies, and resources suggested in the guide is based on humanistic psychology, for the guide's author (Kinsey B. Green) believes that "it is within this context that individuals can grow, create, and grasp threads of self-actualization."

Content

The text consists of four units divided into 36 chapters. Unit 1, "Understanding Ourselves," deals with basic human needs, character growth, personality development, adjustments to frustrations, mechanisms for self-defense, attitudes, mental health, religious views, and philosophy of life.

"Understanding Others," unit 2, contains eight chapters concerned with relationships with parents, brothers and sisters, and older family people as well as relationships outside the family. In addition, this unit focuses on relationships with love, in dating, and in alternative lifestyles.

The third unit, "Understanding Marriage," focuses on eight topics and their relationship to marriage: family forms, commitment, roles, love, money, career, crises, and counseling.

"Understanding Parenthood" is the final unit. The chapters in this unit deal with reproduction, responsible parenthood, childlessness, birthrights, babies' needs, children's ages and stages, children's fears, and discipline.

The text is well illustrated with charts and cartoons, as well as photographs showing people of diverse ages and ethnic backgrounds. Each chapter ends with questions and a bibliography for further reading. The chapter-end questions vary greatly. Some merely request repetition of cognitive material contained in the chapter, while others require the students to think beyond that point. A few open-ended questions calling for student opinions and explanations for their responses are included. The number of questions for several chapters is very limited.

Teaching Procedures

Comprehensive teaching procedures are presented in the teacher's guide. Major concepts and objectives are presented for each chapter. A wide variety of activities is suggested. The learner can be actively involved in each strategy. For example, in the chapter on relationships with parents, suggested activities involve students in completing a questionnaire regarding attitudes toward parents; playing the "Generation Gap" game; reading and discussing novels related to family conflicts, such as Catcher in the Rye; holding a panel discussion on why sexual morality is a source of conflict between parents and adolescents; tape recording excerpts from songs which illustrate parent/child conflicts; researching the influence of famous parents on their children; creating a series of "A mother is..." or "A father is..." cartoons; and interviewing parents. Many of the activities require use of such outside resources as books, films, and records. These are listed in the guide.

In addition to these chapter-by-chapter activities, "Quest Activities" are listed for each unit. These are additional student-involvement activities related to a unit theme.

The guide concludes with a list of suggested means of evaluating student attainment of objectives for each chapter and a bibliography of resources which would be helpful to the teacher seeking additional information.

Evaluative Comments and Suggestions

Designed primarily for use in family life classes, Relationships: A Study in Human Behavior would be a useful supplement in psychology or sociology courses, particularly as a means of focusing attention on the family and individual life cycles. The wide variety of activities suggested in the teacher's guide is an attractive feature of the program.

31. SOCIOLOGY

Author:	Paul H. Landis
Publisher:	Ginn and Co.
Publication Date:	1980 (3rd ed.)
Grade Level:	11-12
Materials and Cost:	Text, hardbound, 474 pp, $11.55; teacher's guide, paperbound, 128 pp, $3.85
Subject Area:	Sociology

Overview

Sociology by Paul H. Landis is a comprehensive introductory sociology textbook designed for high school juniors and seniors. Now in its third edition, the textbook remains relatively unchanged, but is supplemented this year by a well-thought-out teacher's guide that could do much to improve the use of the hardbound text. The text combines standard textbook prose with numerous case studies, discussion problems, reports and projects, and review questions. A comprehensive glossary and general index are also featured. The new teacher's guide provides instructional objectives, teaching suggestions, student worksheets, six unit tests, and a final examination. As stated in the teacher's guide, Sociology may be used as the core text for a one-semester course, or it can be expanded and enriched with supplementary materials and projects. The text's 22 chapters are organized into six major units: socialization, social interaction, social organization, cultural and social change, social institutions, and social problems.

Required or Suggested Time

The teacher's guide states that Sociology can be covered in a one-semester course if the teacher does not assign more than a few of the suggested reports and projects. The guide suggests how many class periods might be devoted to each section of the text in a one-semester course. Used with most of the reports and projects and with some of the audiovisual materials and worksheets suggested in the teacher's guide, a full year of study could be developed from the materials.

Intended User Characteristics

This book is intended for use by average high school juniors and seniors. Average reading level, based on a Fry analysis, is grade 9.5. While the textbook is not specifically addressed to multiethnic or multiracial groups, the photos included with the text do show diverse people in a number of roles. In addition, both men and women are shown in a variety of professional and technical roles. No special teacher training is required to use this textbook, but some administrative support for out-of-class activities would be important for the teacher who wanted to assign most of the projects and reports.

Rationale and General Objectives

Sociology was written to provide "broad coverage of the major principles and concepts in sociology. . .with special emphasis, of course, on the American social system and on the familiar experiences of the adolescent." The teacher's guide lists specific learning objectives for each chapter of the text. These objectives cover a range of intellectual functioning and occasionally include affective objectives.

Data sheet by John D. Hoge.

Content

Sociology provides an overview of the major principles and concepts of the discipline. Examples and illustrations are drawn from both modern and preliterate societies, but special attention is given the United States and American culture.

Chapter 1 provides an introduction to the study of sociology. It is followed by the first unit, which focuses on the area of socialization. Both adolescent and early childhood socialization are explored; the unit ends with a consideration of the relationship between culture and socialization experiences. Unit 2 opens the study of social interaction; the symbolic nature of communication, small-group interaction, and social control are considered. Unit 3 focuses on the organization of society: social class, social roles and statuses, and work organizations. Cultural and social change are the topics of unit 4. The first chapter in the unit looks at the forces which cause cultural change. The second chapter addresses changes in population distributions and patterns of social interaction that were affected by such forces as urbanization, industrialization, and secularization. The unit closes with a consideration of the difficulties involved in planning for change. The family, government, education and religion, and the economic system are the social institutions treated in the fifth unit. The sixth unit applies the concepts and principles developed in the first five units to several enduring social problems: the population explosion, problems of big cities, the treatment of racial and ethnic minorities, delinquency and crime, and poverty and health.

Each of the text's 22 chapters begins with an introduction to the main points of the chapter. This is succeeded by two to five sections, each followed by review questions. Each chapter ends with a list of discussion problems and reports and projects.

Teaching Procedures

The basic strategy advocated for use in teaching Sociology is a traditional read-and-discuss approach. Students complete assigned readings and then discuss important content. Considerable variety is provided for, however, in both the reports and projects suggested in each chapter of the student text and in the worksheets provided in the teacher's guide. For example, among the eight reports and projects suggested for the chapter entitled "Roles and Statuses in the Social Structure" are observing an elementary-school child and listing the roles he or she plays within the family and the peer group; researching the roles of women in other cultures; examining books for children aged six to ten to determine whether sex-role stereotyping is present; and reporting on changes in the school and community in the treatment of the disabled. Worksheets also provide for a variety of activities, including traditional paper-and-pencil exercises, interviewing, and surveying.

Other features of the teacher's guide are tips on using films and filmstrips, along with a listing of such audiovisual materials; suggestions for having students keep a class notebook; instructional objectives and teaching suggestions for each chapter; suggested answers to discussion problems in the student text; and unit and final tests.

Evaluative Comments and Suggestions

Although Sociology is essentially a traditional textbook, the teacher's guide and suggested activities in the student text do provide adaptability for various teaching and learning styles. The value orientation toward specific topics such as marriage and family relations is quite conservative. One might wish that the author had more carefully documented and qualified certain passages relating to these topics so that they would stand more clearly as factual assertions.

32. SOCIOLOGY: THE SEARCH FOR SOCIAL PATTERNS

Authors:	Ira Peck and Larry S. Krieger
Publisher:	Scholastic Book Services
Publication Date:	1980
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 478 pp, $10.85; teacher's guide, paperbound, 240 pp, $10.50 (free with purchase of 25 texts)
Subject Area:	Sociology

Overview

Sociology: The Search for Social Patterns is a basal sociology textbook "designed to turn the study of abstract sociological concepts into down-to-earth, concrete learning experiences." The text's 15 chapters are divided into two parts. Part I explains the basic concepts and interests of the discipline of sociology, and part II analyzes five social problems: crime, aging, environment, cities and suburbs, and terrorism. Each chapter contains numerous photographs, charts, and graphs, as well as "real-life" examples illustrating sociological concepts. A glossary of sociological terms is included. The teacher's resource manual which accompanies the text provides a chapter-by-chapter guide for teaching, as well as masters for chapter tests and handouts.

Required or Suggested Time

The teacher's resource manual states that the text is carefully designed to serve both semester and yearlong sociology courses. Although designed to be taught in order, the two parts can be used separately. No estimated time per chapter is provided.

Intended User Characteristics

Sociology: The Search for Social Patterns is designed for senior high school students. The reading level, based on Fry's Graph for Estimating Readability, ranges from grade 9 to grade 10. To aid in vocabulary understanding, key sociological terms are italicized and defined when they are introduced. The terms are repeated in boldface type in the chapter summaries. A glossary is also provided. Books and articles suggested as supplementary reading are on a level comparable to the text. Questions and activities found in each chapter progress in difficulty from recall to application and analysis.

Rationale and General Objectives

The authors' stated goal is "to help students understand--through a combination of basic content and high-interest activities--that the study of sociology can be practical and useful to students on an everyday level." The teacher's resource manual provides specific objectives for each chapter. For example, objectives for the chapter entitled "Socialization" are for students to be able to "(1) define and give examples of socialization; (2) explain the ways in which sex roles are learned; (3) differentiate between the self-identity theories of Cooley, Freud, Erikson, and Skinner; (4) describe the impact of television on the socialization of children in the United States; and (5) describe and give examples of the process of resocialization."

Content

Part I of Sociology: The Search for Social Patterns contains chapters on

Data sheet by Kay Cook.

basic sociological concepts, methods, culture, socialization, groups, marriage and family, social stratification, ethnic and racial groups, collective behavior, and social change. Part II contains analyses of crime, aging, environment, cities and suburbs, and terrorism.

Each chapter begins with an episode from real life designed to stimulate students' interests in the subject matter that follows. The purpose is to show students how to look at a variety of situations from the sociologist's point of view. The basic content comprises three to six sections of narrative, interspersed with readings which illustrate the specific point being made and with questions to sharpen students' awareness of concepts as they are introduced and illustrated. Near the end of each chapter, an "Application" activity requires students to apply basic concepts they have learned. These applications include such activities as analyzing photographs and excerpts from fiction and nonfiction, conducting opinion surveys, class discussion, and a laboratory experiment in which students rate the behavior of attractive and unattractive children. A chapter summary is followed by additional comprehension, analysis, research, and discussion material. The student bibliography which concludes each chapter lists high-interest, relevant books and articles.

Teaching Procedures

The teacher's resource manual contains a chapter-by-chapter guide to teaching the student text and a section of 80 print masters. Each chapter guide includes the following sections: a summary of the chapter content; objectives; suggestions for introducing the chapter; a commentary on the student text, with suggested instructional strategies; instructions for using the "Applications" section in the student text; answers to comprehension questions in the student text; a bibliography of books, articles, and audiovisual aids useful to the teacher; and supplementary readings which augment topics introduced in the text. The print masters include pre/posttests and student handouts. While the teaching strategies most commonly suggested in the teacher's resource manual are reading, discussion, and use of worksheets, activities described at the end of each chapter in the student text are more varied, thus providing for teachers with diverse teaching styles.

Evaluative Comments and Suggestions

The "real-life" excerpts which amplify chapter topics in Sociology: The Search for Social Patterns contribute to making sociological concepts concrete for high school students. The examination of timely social problems in part II also helps make the text more than a survey of sociological concepts.

However, while the text discusses both negative and positive features of the social system in the United States, some of the accompanying photographs seem to emphasize negative features. In the chapter on marriage and the family, for instance, photos portray sad-faced waifs whose mothers are either overworked in the home, working outside the home, or absent altogether. While happy families are also pictured, the black-and-white photography used tends to negate these photos' positive impact. Although this is not a serious problem, teachers may find students reacting negatively to some photographs.

33. STREET LAW: A COURSE IN PRACTICAL LAW

Authors:	Lee Arbetman, Edward McMahon, and Edward O'Brien
Publisher:	West Publishing Co., Inc.
Publication Date:	1980 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 365 pp, $12.75 (also available paperbound, $8.75); teacher's guide, paperbound, 298 pp, $8.75
Subject Area:	Legal education

Overview

Street Law: A Course in Practical Law was developed by the National Street Law Institute, an organization created to promote law-related education. The text, which may be adapted for either a one- or two-semester course or be used as a periodic supplement, is intended to provide practical information and problem-solving opportunities designed to develop students' law-related knowledge and skills. Topics covered include an introduction to law and the legal system as well as criminal and juvenile justice, consumer law, family law, housing law, and individual rights and liberties. Instructional strategies which actively involve the student in the learning process are described in detail in the teacher's manual. Use of community resources is also stressed.

Required or Suggested Time

Street Law is designed for use in a yearlong elective course. Teachers can also use selected chapters from the text as the basis for a one-semester course or use particular chapters independently. For example, a teacher could use the chapter on consumer law in a minicourse on that topic. Parts of the text may be used as supplementary materials infused into existing history, government, civics, sociology, and economics courses. Thus, the program lends itself to a variety of course requirements.

Intended User Characteristics

According to analysis based on the Fry graph, the average reading level of the text is tenth grade. The legal concepts presented are complex enough to suggest that the course might be most successfully implemented with average or above-average students at the secondary level. The high interest which the content is likely to generate should ensure student involvement in the program.

The materials are designed to be applicable in both urban and rural settings and with various ethnic and socioeconomic groups. No special teacher training or qualifications are required to use the program. However, many teachers might choose to expand their legal knowledge by reading some of the suggested teacher resources.

Rationale and General Objectives

The National Street Law Institute was created to promote law-related education. The institute is involved in course development, teacher training, and curriculum development. Street Law, its major curriculum effort, is intended to "provide practical information and problem-solving opportunities which develop in students the knowledge and skills necessary for survival in our law-saturated society." The teacher's manual lists nine goals for the program. Examples include "to encour-

Data sheet by Kenneth A. Switzer.

age effective citizen participation in our legal system" and "to bring about a greater sense of justice, tolerance, and fairness."

Content

Street Law is organized into six chapters. The opening chapter introduces students to law and the legal system. Such topics as law-making groups, criminal and civil law, and the roles of judges, juries, and lawyers are discussed.

The second chapter covers criminal and juvenile justice. The bulk of the chapter focuses on definitions of various kinds of crimes, defenses, and the steps in the criminal justice process.

Consumer law is the topic of chapter 3. Consumer rights, contracts, warranties, and credit are among the specific areas covered. Various aspects of family law and housing law are covered in the following two chapters.

The last chapter examines individual rights and liberties. Covered are freedom of speech, press, assembly, and religion; the right to privacy; due process; and discrimination.

Problem-solving activities and case studies are used extensively in presenting the program's content and in helping students relate to the materials presented. Using both actual and hypothetical situations, the case studies familiarize students with a wide range of legal problems. Tables, maps, charts, and numerous photographs complement the narrative. The appendices identify organizations whose activities and publications would be helpful for the student or teacher of law-related education. Also included is an extensive glossary.

Teaching Procedures

The teacher's manual opens with a very useful section outlining teaching methods suggested throughout the text. The section defines each method, identifies its purpose and benefits, suggests procedures to implement the method, and discusses classroom considerations. Methods covered are use of audiovisual materials, case studies, role playing, community resources, field trips, values clarification, visual materials, and mock trials.

For each chapter in the student text, the teacher's manual contains a corresponding chapter which includes instructional objectives, answers to problems in the student text, classroom activities, a list of special out-of-class projects students might undertake, a suggested mock trial based on one of the legal issues raised in the chapter, and a bibliography of supplementary materials and resources.

The varied activities suggested allow teachers flexibility in planning a course appropriate to their students' needs and their own teaching styles. To achieve greatest success, the teacher should involve the community in the program through field trips and use of classroom speakers, as suggested throughout the text.

The appendix to the teacher's manual contains charts of important laws on a state-by-state basis. A chart on the ratification of the Equal Rights Amendment is also included.

Evaluative Comments and Suggestions

Street Law began as an experimental course in District of Columbia high schools in 1972. The text, first published locally in 1974, was based on two years of field testing. Additional field testing led to further revisions in 1975 and 1980.

The program's most attractive feature is perhaps the flexibility it provides the teacher, both in terms of how it can be used (as the basis of a year's course, a semester's course, minicourses, or as supplementary material) and of the varied means of classroom presentation. The use of community resources should enhance students' understanding of the program's content.

34. UNDERSTANDING THE LAW

Author:	Betty Gertz
Publisher:	Science Research Associates, Inc.
Publication Date:	1980
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 412 pp, $9.45; teacher's guide, paperbound, 72 pp, $1.50
Subject Area:	Legal education

Overview

Understanding the Law provides high school students with a general examination of laws and legal processes and may be used as the text in a legal education class or as a supplement in civics, government, or consumer economics courses. The text "...seeks to prepare students to function as independent citizens...." To achieve this objective the text devotes sections to the need for law, the system of laws, civil law, and criminal law. Each section contains a series of chapters focusing upon issues related to the general topic. The accompanying instructor's manual provides a content summary and list of objectives for each chapter, answers to questions in the student text, suggestions for using the minicases presented in the student text, and examination questions.

Required or Suggested Time

This text is designed to be used as the basis of a one- or two-semester course in law. Chapters or sections of the text can also be used to supplement such courses as government or consumer affairs. No specific time requirements are given for use of the text's 26 chapters, but each appears to provide material for one or two days' work. Since few teaching strategies are suggested, teachers who wish to involve students in activities other than reading and discussion will need significant amounts of planning time.

Intended User Characteristics

This text is intended for use in senior high school classes. The publisher reports a reading level of grade 10.9 based on the Dale-Chall formula; this analyst's application of the Fry graph found an average reading level of 12th grade. Aids to readability provided in the text include explanation of abstract legal terms in context and the use of cartoons and other graphics to illustrate abstract terms. No special teacher training is required.

Rationale and General Objectives

Understanding the Law was designed to provide "a broad, general survey of laws and legal processes." The text seeks to develop understanding in eight general areas: (1) the need for laws; (2) the principles behind the legal system; (3) the dynamic nature of the legal system; (4) the processes for making, administering, and interpreting laws; (5) the need for and problems of the correctional system; (6) civil law; (7) criminal law; and (8) how the legal system may develop in the future. Specific instructional objectives for each chapter are given in the instructor's manual.

Content

Understanding the Law is presented in four major sections. The first section, "The Need for Law," includes three chapters which cover reason as the basis of behavioral expectations,

Data sheet by G. Dale Greenawald.

the need for laws, and the evolution of the legal system in the United States.

"The System of Laws," a six-chapter section, examines such topics as the balance of power among the branches of government, the law-making process, administration of the law, enforcement of the law, the functions of the courts, and the purposes and problems of the correctional system.

As its title implies, the section on "Civil Law" presents an overview of the civil justice system. Specific topics covered in its seven chapters are consumer law, family law, contracts, torts, and business law. The final section of the text covers "Criminal Law." Categories of crimes covered are crimes against persons, crimes against property, consumer fraud, and traffic violations. The rights of the accused, the rights of victims, and juvenile justice are also examined. A case study illustrating how the subject justice system works concludes each of the last two sections of the text.

The text concludes with a chapter designed to give students "a perspective for dealing with future trends and developments within the legal system."

Teaching Procedures

Each section of the text opens with a brief overview of the section content. The chapters within the sections are presented in a standard format: narrative interspersed with anecdotes from the author's legal career and a few black-and-white photographs. Throughout the text, the marginal annotation "Action File" appears frequently. This annotation is usually placed next to a description of a hypothetical case or an actual case from the author's experience, but no suggestions for using these cases in instruction are given.

Each chapter ends with a list of from 10 to 15 review questions. These questions generally focus upon factual content and require students to exercise recall. The following examples from the chapter on family law are typical: "What is a will?" "Who is a testator?" "What is the meaning of intestate?"

Eleven chapters also include minicases, which are hypothetical cases asking students to apply the content of the chapter. These exercises, which require more sophisticated thinking processes than do the review questions, are illustrated with cartoons that may aid students with reading problems.

The instructor's manual accompanying the text provides a content outline for each chapter, along with objectives, answers to the review questions, and comments on the minicases. No suggestions for instructional activities other than reading and discussion are given. The instructor's manual also includes a 25-item, multiple-choice test for each section of the text. Factual recall is again stressed.

Evaluative Comments and Suggestions

This text focuses on transmission of factual knowledge about the law and legal processes and does indeed contain a great deal of factual information. Thus, teachers who take a content-based approach to legal education will probably find this book to their liking. The text's major drawbacks in this analyst's view are its lack of attention to developing skills which may be necessary in dealing with the law and its failure to suggest that teachers use community resources or community-based learning experiences to link the text's content with "real life." Thus, teachers who wish to develop activity-based courses which develop skills and attitudes as well as knowledge will be required to spend a great deal of time in planning and preparation for use of this text.

35. UNFINISHED JOURNEY: A WORLD HISTORY

Author:	Marvin Perry with others
Publisher:	Houghton Mifflin Co.
Publication Date:	1980
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 768 pp, $12.75; teacher's guide, paperbound, 144 pp, $6.75; activity book, paperbound, $3.00; teacher's edition activity book, paperbound, $3.75; tests, 72 duplicating masters, $34.50
Subject Area:	World history

Overview

Unfinished Journey: A World History is designed to be used as the basis for a year-long high school course in world history. The text, which features a traditional, chronological format, includes units focusing on beginnings of Western civilization, the middle ages, traditional civilizations, transition to modern times, industrialization, the age of imperialism, world wars and totalitarianism, and the postwar world. Interspersed within the narrative are contemporary visuals, maps, timetables, charts, and diagrams which provide more information. Also included are reviews to help students identify and recall key understandings. Students are involved in reading the textbook; analyzing photographs, maps, and charts; and participating in discussion and various activities.

Required or Suggested Time

This text can be used as the basis for a yearlong course in world history. Each of the text's 34 chapters is broken down into two or three sections, which help students follow the organization within a chapter. The 117 chapter sections, 34 chapter reviews, and 8 unit activities each require approximately one class period to complete. Teaching suggestions are included to be used at the teacher's discretion.

Intended User Characteristics

This text was written for the average student in grades 9-12. A Fry readability analysis indicates an average reading level of grade 9. In addition, the text is well organized, the writing is clear and interesting, and terms are defined--all characteristics which make the text suitable for students with a range of abilities. The many illustrations and such features as section headlines, review questions, and timetables should help students understand the chronology of various events, as well as how events are related to each other. No special teacher training is required.

Rationale and General Objectives

The authors believe that it is important for students to gain a firm understanding of the chronology of historical events. Objectives are to help students develop a sense of continuity of world history, gain understanding of cause-and-effect relationships, and gain insight into ways different cultures change and interact. The authors also believe it is important for students to build competency in gathering and processing information and in interpreting maps and pictures. In addition to these general objectives, ten or more performance objectives are set forth for each chapter in the instructor's guide.

Data sheet by Sydney J. Meredith.

Content

Unfinished Journey presents a chronological history of the world in eight major units. The first deals with the ancient civilizations of the Near East, Greece, and Rome. Unit 2 portrays medieval society, states, and the cultural awakening. The third unit describes early Byzantine and Islamic civilizations and traditional civilizations in South Asia, China, Japan, Africa, and the Americas. Unit 4 explores the Renaissance and Reformation, the rise of the modern state, exploration, and the commercial and scientific revolutions. Units 5 and 6 examine the American and French Revolutions, nation building in Europe and the Americas, the industrial age, and imperialism in Africa, South Asia, and East Asia. The last two units focus on the Russian Revolution, the world wars, and the postwar world.

Students are introduced to the major themes of the units through opening essays designed to present a broad overview of the chapters within the unit. Chapter introductions provide a link with earlier materials. Each section within a chapter begins with a list of "headlines" which provide a quick overview of the material to be covered. Throughout the text, maps, timetables, charts, and diagrams help provide more detailed information. Pictures drawn from contemporary sources are captioned in a manner that encourages development of picture interpretation skills. Special feature boxes highlight important documents, personalities, or ideas of the era under study.

Although the major portion of the text deals with the past, the information is presented in a way that makes it meaningful and relevant to today. Historical events are viewed as a continuum, each event building upon another.

Teaching Procedures

Students using Unfinished Journey are expected to read textbook selections; analyze photographs, maps, and charts; participate in discussions; and engage in various learning activities. Review questions and activities for each section, chapter, and unit help students identify and recall key understandings, practice map skills, relate the past to the present, and tie together information. Enrichment activities are also suggested.

The instructor's guide, designed to help the teacher make more efficient use of the text materials, provides a list of resources which could supplement the text for each unit. Learning objectives in three categories--understandings, cognitive objectives, and skill objectives--are listed for each chapter. Strategies which help teachers focus on and convey major ideas are provided for each chapter section. Suggestions for using graphic materials are also provided. Although the primary teaching technique suggested is reading and discussion, some student-involvement activities are also described. For example, in teaching about Greece, the guide suggests that the class be divided into groups representing various groups in Athens, only one of which has voting rights. Each of the disenfranchised groups is asked to draw up a statement giving reasons why they should be allowed to vote and present it to the group of citizens. To point out the difference between highly restrictive and more open qualifications for voting, all class members vote on each group's petition.

Evaluative Comments and Suggestions

Unfinished Journey: A World History presents a well-organized, traditional, chronological world history, as it aims to do. Students using the text will have the opportunity to develop and practice numerous skills such as picture interpretation, map skills, and critical-thinking skills. The narrative is highlighted by interesting visuals and special features making it more interesting than many "traditional" texts. Finally, the instructor's guide is well organized, easy to use, and helpful in providing teaching suggestions and activities. Since the major activity is reading the narrative, the text should not be used by teachers who prefer an activity-based course.

36. WORLD GEOGRAPHY

Author:	Herbert H. Gross
Publisher:	Follett Publishing Co.
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 544 pp, $12.93; teacher's annotated edition, hardbound, 608 pp, $15.12
Subject Area:	World geography

Overview

World Geography is a one-year textbook for use in grades 7-12. The easy-to-read, well-illustrated text will help students acquire a knowledge of both physical and cultural geography. The authors have emphasized skill development throughout the book. The major teaching strategies are reading, classroom discussion, and class activities. The textbook is accompanied by a teacher's edition.

Required or Suggested Time

World Geography is a basic textbook for a one-year course. The text contains 58 lessons within the 15 units. In a typical 36-week school year, teachers covering about two lessons per week would have an extra two or three days per unit for testing and other student activities.

Intended User Characteristics

The text is designed for use with students in grades 7-12. The publisher's readability tests, using the Dale-Chall formula, show a readability of sixth grade. Using the Fry graph, this analyst found the reading level to be eighth to ninth grade. Directions to the teacher are clear and concise. No special training is required to use the materials.

Rationale and General Objectives

The authors believe that geographic education has a dual value. It can help students strengthen their base of factual information and develop the skills necessary to build on that base. They therefore wrote the text World Geography to introduce students to the physical and human world around them and at the same time to help students develop the map and globe and reading and thinking skills necessary to examine that world. The general goals of World Geography are to help students: "(1) understand their physical environment and the interrelationships of natural processes; (2) understand the interaction of people and their physical environment; (3) appreciate the unique peoples and cultures of world regions; (4) develop a perspective on their own culture in relation to other cultures around the world; (5) learn to think critically and form independent judgments."

Content

The textbook has two major parts, divided into 15 units. Part 1 introduces the student to physical geography and discusses how people use the physical environment. In the first unit, "Geography: Its Tools and Skills," students learn how to use maps, globes,

Data sheet by Regina McCormick.

charts, graphs, diagrams, illustrations, and other graphics. Students are also introduced to earth-sun characteristics and relationships. In unit 2, entitled "Land," students learn about the earth's structure, the inner and outer forces that have changed the earth's surface, the major landforms, and minerals, rocks, ores, and soil. Students study "Water" in unit 3, which examines the oceans and explains the functions of lakes, rivers, and other natural water bodies. Unit 4 focuses on "Air and Weather," examining the many forces that interact to create weather. "Climate and Vegetation" are discussed in unit 5 with an emphasis on climate's relation to vegetation patterns around the world. Unit 6 focuses on agriculture and the world's food needs. In unit 7 the world's energy problem is studied and alternative solutions are presented. Unit 8 focuses on "The World's Population" and analyzes population growth and distribution.

In part 2, students study the geography of various world regions. Units 9 through 15, which comprise this part of the text, examine people in their regional environments. The physical and climatic features of each region are examined and the historical, social, and cultural patterns of the people are analyzed. The regions covered are: Europe and the Soviet Union; Asia; Australia and Oceania; North Africa and the Middle East; sub-Saharan Africa; Latin America; and the United States and Canada.

Teaching Procedures

The teacher's annotated edition contains specific directions to help the teacher teach each lesson. Students begin each lesson with a "Reading Focus," which introduces them to a reading skill and tells them how to practice the skill as they proceed through the lesson. Following this is a "Vocabulary Focus" section listing important geographic terms that students will be using in the lesson. Students are then expected to read and discuss the textbook selections. The lessons contain many different kinds of maps; these are often accompanied by questions and instructions that help build map and globe skills. The student is provided with additional information through a series of special features called "People and Their Environment" and "Geographers and Their Work."

At the end of each lesson and following every unit is a series of review questions that help students test their geographic knowledge and apply the reading, geographic, and thinking skills which they have learned. In part 2 of the text additional sets of review questions are interspersed throughout the lessons. The annotated edition suggests activities that the teacher can use to teach many of the lessons. For example, students prepare a collage illustrating the theme "Latin America: Land of Contrasts" and debate whether or not Puerto Rico should become a state in the United States or an independent country. Other activities involve students in keeping a weather diary, studying weather maps, doing library research, and making charts and class reports.

Evaluative Comments and Suggestions

This text's easy-to-read, well-illustrated presentation should enhance students' enjoyment of learning both physical and cultural geography. The text was not field tested by the publisher.

37. WORLD GEOGRAPHY

Authors:	Alan Backler and Stuart Lazarus
Publisher:	Science Research Associates, Inc.
Publication Date:	1980
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 608 pp, $13.95; teacher's guide, paperbound, 110 pp, $2.95; workbook, paperbound, 176 pp, $2.75
Subject Area:	World geography

Overview

World Geography is a secondary-level text designed to help students apply geographic concepts, skills, and data to such current issues as pollution, the energy crisis, population shifts, and food supplies. Some of the text's 26 chapters introduce basic geographic skills and concepts while others describe major world culture realms. The text, which uses numerous case studies and features sequential skill building, is accompanied by a workbook and an instructor's manual containing teaching strategies for each of the objectives listed in the student text. These strategies involve reading, discussion, and writing activities. World Geography provides material for a year-long course; chapters from the text can be selected for use in semester courses with narrower topic foci.

Required or Suggested Time

World Geography provides material for a yearlong course in world or regional geography. Various combinations of the book's 26 chapters can be used to create one-semester courses with more-limited content. The instructor's manual suggests chapter combinations for courses in the geography of the United States and Canada and in world cultures. For other semester-length courses, teachers would have to review the entire text and make appropriate chapter selections. Little teacher preparation time will be required on a day-to-day basis, however, as the suggested activities involve primarily reading, discussion, and paper-and-pencil tasks.

Intended User Characteristics

World Geography is designed to be used with students in grades 9-12. This analyst found the reading level of the text (based on the Fry graph) to be high ninth to low tenth grade. A number of the text's features will assist less-able readers, however; these include extensive use of advance organizers, placement of definitions of new terms in the margin adjacent to the text in which they are introduced, and provision of step-by-step skill-building activities within the text. In addition, the numerous case studies used are likely to motivate students at all ability levels. No special teacher training is required.

Rationale and General Objectives

The developers of World Geography feel that students are bombarded daily with data on such issues as the energy crisis, pollution, population shifts, and food supplies. They have therefore structured the presentation of geographic skills and concepts in their text "to help students organize and synthesize information about those issues in a creative way." They believe that opportunities to work with data and to restate it in tables, graphs, and maps

Data sheet by Laurel R. Singleton.

will help students "to understand and cope with the significant issues that confront them as citizens." Specific learning objectives are listed at the beginning of each chapter, as the developers believe that students will more thoroughly understand the material presented if they know what they are expected to learn. Knowledge-acquisition, knowledge-application, and skill-building objectives are included.

Content

Fifteen of the 26 chapters in World Geography introduce basic geographic concepts and skills, while 11 provide information on major world regions to which the skills and concepts can be applied. These regions are Anglo-America, North Africa/Southwest Asia, sub-Saharan Africa, Australia, Europe, Japan, China, Southeast Asia, the Soviet Union, Latin America, and India. Each chapter begins with a brief overview and a list of objectives. Case studies are used throughout the chapters to illustrate how geographic issues affect people. Each chapter concludes with a summary, a list of vocabulary words, review questions, activities for applying geographic concepts in the students' communities, and a brief annotated bibliography.

The 26 chapters are organized into five units, each introducing a major theme in geography and each including one to three chapters on major world regions to illustrate the unit theme. Unit 1, "Where in the World?," introduces geography as the study of why things happen where they do. Unit 2 deals with the relationship between humans and the natural environment. The third unit, entitled "Interdependence," examines interaction and its impact on location. Unit 4, "Migration and the Spread of Ideas," deals with diffusion of ideas, information, techniques, and people. The final unit focuses on locational requirements of human activities. World Geography also includes a world atlas designed especially for use with the text.

Teaching Procedures

The instructor's manual accompanying World Geography provides a teaching strategy for every objective listed in the student text, along with suggestions for using the chapter openers and the end-of-chapter material. Possible student responses to questions are also provided. The teaching strategies suggested are almost exclusively reading, discussion, and writing activities. Instructions for many of the written exercises are given in the student text. The most creative teaching ideas are found in the "In Your Community" section at the end of each chapter. The activities suggested there involve students in applying geographic concepts to their own communities through such activities as analysis of local newspapers and other resources, library research, interviews with community residents, and mapping. Suggested mechanisms for evaluating student learning are workbook activities (which are described in the text and can be completed without the workbooks), end-of-chapter material in the text, and chapter tests and atlas exercises in the workbook.

Evaluative Comments and Suggestions

The use of interesting case studies which apply geographic concepts to current issues and the incorporation of skill building are positive features of the World Geography text. Particularly noteworthy is the orderly manner in which map skills are presented to students. Materials designed to help students develop reading, writing, and thinking skills are also interesting. A brief selection in which an essay is likened to a hamburger was especially intriguing.

The program's major drawback in this analyst's view is the monotonous nature of the teaching strategies suggested in the instructor's manual. The activities suggested for applying knowledge gained to the local community are highly recommended as an antidote to this problem.

38. WORLD GEOGRAPHY

Author:	Norman J.G. Pounds
Publisher:	Silver Burdett Co.
Publication Date:	1980
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 704 pp, $11.97; teacher's guide, paperbound, 272 pp, $4.02; set of 57 duplicating masters, $21.42
Subject Area:	World geography

Overview

World Geography can be used as the basis of a one-year course in world geography for high school students. The text is based on a combined topical/regional approach. The first two units introduce students to various geographical concepts and topics, while the remaining three units examine regions of the world. An entire unit is devoted to the United States and Canada. The other regional units examine developed and developing nations. The major teaching technique is read and review. Exercises and activities in the text and teacher's manual focus on reading and writing skills and geography-related knowledge and skills.

Required or Suggested Time

The teacher's manual provides time estimates of two to five days for covering each of the 42 chapters in the text. The manual recommends that teachers use the time estimates only as a guide and plan their own schedules, adding and deleting time as desired.

Intended User Characteristics

The teacher's manual states that the text is intended for high school students. Based on the Fry readability formula, this analyst found the text to have an average eighth-grade reading level; the publisher reports a seventh-grade reading level using the Dale-Chall formula. In addition, each chapter in the student text includes exercises designed to improve students' reading and writing skills. These factors would indicate that World Geography could be used with students who are below-average readers. The text would probably not be suitable for use with advanced students. No special teacher training is needed to implement the course.

Rationale and General Objectives

The introduction to the teacher's manual states that "Before one can fully understand human existence, it is necessary to understand the physical environment in which people live....Any study of geography must also recognize the impact of people and their technology on the physical earth. This reciprocal relationship is crucial to any understanding of the discipline of geography." The overall purpose of the book is thus to help students understand the impact of geography on their daily lives.

Eight more-specific goals are to provide students with (1) general knowledge of the earth's main surface features, (2) understanding of how human societies have adapted to and made use of the physical environment, (3) understanding of ways goods and services are distributed, (4) understanding of the natural resources on which human life and civilization depend, (5) understanding of the nature of manufacturing, (6) awareness of differences

Data sheet by Judith E. Hedstrom.

between human societies, (7) a broad view of the world--its continents and oceans and their interrelationships, and (8) familiarity with maps, graphs, climographs, and other visual means of representing geographical data.

Content

World Geography is organized into five units. The first two are topical. Unit 1 introduces students to the study of geography, the use of maps, and the concepts of climate, soil, and vegetation. Unit 2 focuses on the topics of world population, food, farm products for industry, minerals and fuels, manufacturing, transportation, cities, and characteristics of rich and poor nations.

The remaining three units approach geography from a regional perspective. Unit 3 focuses on the United States and Canada, with nine chapters related to the United States and one related to Canada. Unit 4, "The Developed World," focuses on Europe, the Soviet Union, Japan, Australia, and New Zealand. Unit 5, "The Developing World," covers Middle America and the Caribbean, South America, regions of Africa, North Africa and the Middle East, the Indian subcontinent, Southeast Asia, and China and Korea. This unit concludes with a chapter on "Today's Frontiers," which examines the concept of globalism, the ocean frontier, and the space frontier.

Generally, the chapters examining specific regions first explore physical geography and then discuss such important features as agriculture, industry, cities, settlement and population, transportation, political geography, and major problems.

The text is highlighted with numerous maps--including an atlas at the back of the book; diagrams, graphs, and tables; and over 30 special interest materials. The latter include "Careers in Geography" and "Geography Sidelights" such as "Discovering America Through Postage Stamps," "Why Not Be a Weather Forecaster?," and "The Rebuilding of Warsaw."

Teaching Procedures

Major techniques for studying each chapter include reading, learning important terms, reviewing facts, and practicing reading and writing skills. Each unit also includes a "Skills Development" page focusing on the geography-related skills of reading a weather map, a table, and a map; interpreting graphs; and analyzing source material.

The teacher's manual suggests exercises for developing vocabulary and activities that aim to build knowledge and skills. Included are the following types of activities: reading for information, using a map, research, oral report, debate, guest speaker, and using an illustration. Some of the suggested activities are based on the accompanying set of spirit masters.

The manual points out that, although performance objectives are stated for each chapter, "the criteria for and method of evaluating the behavior have been left to the teacher's discretion." Two-part chapter tests which may be duplicated are, however, provided in the manual. These consist of objective questions and short essay questions.

Evaluative Comments and Suggestions

World Geography's combined topical/regional approach is appealing, particularly for use with average and below-average students. Students are first able to learn generally what geography is and than see it applied to various world regions. The regional descriptions, for the most part, do not give much of a feeling for the people and culture. The interest factor is thus not as high as it could be. The "Geography Sidelights" make up for this somewhat by providing interesting "sidelights" about the region being studied.

The teacher's manual is well designed. It provides a thorough introduction and includes numerous teaching aids. The number and variety of activities it suggests also allow for a degree of individualization.

39. WORLD GEOGRAPHY TODAY

Authors:	Saul Israel, Douglas L. Johnson, and Denis Wood
Publisher:	Holt, Rinehart and Winston, Inc.
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 576 pp, $12.57; teacher's annotated edition, hardbound, 672 pp, $16.98; workbook, paperbound, 156 pp, $4.20; tests, duplicating masters, $38.49
Subject Area:	World geography

Overview

World Geography Today can be used best in a yearlong senior high world geography course. Major units of the text focus on physical and cultural geography, eight world regions, and use of the world's resources. Photographic essays, special interest features, and the liberal use of maps enhance the text's interest level. An emphasis on vocabulary makes geographical concepts more readily understood.

Required or Suggested Time

This text can be used for a one-year course in world geography or a one-semester course on selected world regions. For such a one-semester course, a teacher might choose to use the units on physical and cultural geography, world resources, and selected geographic regions--e.g., North America and Latin America. Suggested time for covering each of the text's 56 chapters is not given; however, two to four days should be sufficient for each.

Intended User Characteristics

World Geography Today is best suited for senior high (grades 10-12) students within the normal range of intellectual capability. The average reading level is tenth grade, based on an analysis using the Fry graph. Vocabulary building is facilitated by emphasizing new words with boldface type and by providing definitions within the narrative. A glossary is also included. A special feature of the teacher's edition is a two-page overview of strategies for including impaired students as active learners. Strategies included relate to students who have hearing, speech, and visual impairments; orthopedic disabilities; learning disabilities; mild retardation; and emotional handicaps. Gifted students are also discussed. No special teacher training or school facilities are required to implement the program.

Rationale and General Objectives

The authors' stated goal is to take an interdisciplinary approach to geography--an approach that "relates physical geography to the economic, political, social, historical, and cultural aspects of human act[illegible]." To meet that goal, World Geography Today has been designed to (1) present students with basic knowledge about the world's geographic regions, (2) introduce students to important geographic, economic, and political concepts, and (3) relate knowledge and concepts to events in the rapidly changing global environment. The authors believe that this foundation will help prepare students to intelligently confront such critical global issues as environmental pollution, resource depletion, urbanization, and industrialization.

Data sheet by Kenneth A. Switzer.

Geographic skill development is also an important objective of the text. Targeted skills include map reading, use of charts and diagrams, and collecting and analyzing information.

Content

World Geography Today is organized into ten units. Unit 1 introduces students to concepts of physical and cultural geography. The succeeding eight units cover eight geographic regions of the world--Western Europe, the Soviet Union and Eastern Europe, the Middle East and North Africa, sub-Saharan Africa, the Orient, the Pacific, Latin America, and the United States and Canada. The final unit focuses on global resources and aspects of world trade.

For each unit, objectives for vocabulary, skill, and knowledge acquisition are listed. Units include maps showing political features, climate, and population density. In addition, each unit contains a photo essay focusing on a geographic aspect of the particular region covered in the unit. Every unit also contains a special interest feature intended to motivate students and provide additional information. These features include such topics as the Basques, the Trans-Siberian Railway, time zones, and energy. A bibliography is also included with each unit.

Each unit is organized into chapters, which are introduced with motivating photographs tied to chapter content. Photographs are also used throughout the text to enhance the narrative. Chapter and unit review questions focus on facts and skills. Unit reviews also suggest activities and projects and present opportunities for students to express their opinions on controversial issues.

The workbook accompanying the text presents a series of activities that reinforce geographic skills as well as basic reading, writing, and study skills.

Teaching Procedures

The primary teaching techniques suggested in the program are reading and reviewing the text and practicing various map skills. Such unit projects as interviewing community workers, conducting research projects, comparing varying points of view, holding panel discussions, and writing essays are also suggested. The teacher's edition accompanying the text provides content and skill objectives and answers to review questions for each unit and chapter. A bibliography--organized by unit--and a list of audiovisual materials for use in supplementing the text are also included. Throughout the teacher's edition, annotations suggest ways of extending the basic text materials and questions intended to help students clarify concepts and terms. Additional information about a specific topic or concept is frequently provided.

Evaluative Comments and Suggestions

World Geography Today offers an excellent mix of photographs and maps. Many teachers will be pleased by the authors' efforts to present aspects of both physical and cultural geography. The text's major weakness is that it attempts to devote a few paragraphs to each country in a particular region. In doing so, it is unable to cover any single country in adequate depth for the teacher or student who desires more than superficial knowledge.

40. YOU, THE CITIZEN

Authors:	Robert Carter and John M. Richards
Publisher:	Benefic Press
Publication Date:	1980
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 448 pp, $9.36; teacher's guide, paperbound, 102 pp, $2.40
Subject Area:	Civics, U.S. government

Overview

You, the Citizen is a basic junior-high-school civics text which contains information about governmental processes and institutions and the rights and responsibilities that accompany U.S. citizenship. The accompanying teacher's guide identifies cognitive objectives for each of the 31 chapters, in addition to five affective objectives which apply to the program as a whole. At the end of each chapter in the student text are three sets of questions which emphasize recall, inquiry, and examination of values. The content is presented largely in the form of simplified generalizations. Although the approach is conventional and uncritical, both the text and the illustrations reflect sex, racial, and ethnic balance.

Required or Suggested Time

The teacher's guide does not indicate how much time is required to use this text. However, it appears that the materials could be easily covered in a semester or trimester course in civics or U.S. government. Depending on whether audiovisual or other supplementary resources are used, each of the 31 chapters would require one or two class periods.

Intended User Characteristics

The text appears to be designed for junior high school students who are performing at an average academic level. The teacher's guide reports that readability is "of prime importance" to the authors and that the text is at a sixth-grade reading level as measured by the Fry readability scale and the Harris/Jacobson Basic Elementary Reading Vocabularies. However, six 100-word samples taken at random from the text showed an average 12th-grade reading level on the Fry scale, tested by this reviewer.

The introduction to the teacher's guide states that the text is intended to allow "sufficient flexibility so that an imaginative teacher can adapt it to that method which best suits the needs of his or her own classroom situation." Specific suggestions and materials are provided for using case studies and the inquiry approach. No special teacher training is required.

Rationale and General Objectives

Designed as a general civics text for junior high school students, this book aims to present information about U.S. governmental institutions and processes. The teacher's guide lists specific student performance objectives for each chapter. In addition to these cognitive objectives, the authors have identified five affective objectives for students which are applicable throughout the materials: "(1) to be aware of his or her relationship to fellow citizens and governing institutions, (2) to be appreciative of democratic processes, (3) to be able to exhibit a character which

Data sheet by Ann M. Williams.

fosters a democratic way of life, (4) to be value conscious and able to clarify his or her values, and (5) to experience empathy."

Content

The content of the student text is organized into nine units, each containing between two and five chapters. Unit 1, "Living With Government," focuses on the characteristics and kinds of government, including the U.S. government. Unit 2 includes chapters entitled "The Meaning of Citizenship," "The Responsibilities of Citizenship," and "Political Parties." Unit 3 covers the Constitution and its historical predecessors. Unit 4 ("The Lawmakers"), unit 5 ("Executive Power"), and unit 6 ("Justice Under the Law) deal with the three branches of the federal government. Unit 7 focuses on relationships between the states and the federal government, and state and local governments. Chapters in unit 8 are "Promoting the General Welfare," "Environmental Responsibility," "Education and Citizenship," and "Religion in America." Unit 9 briefly covers economic issues.

The extensive appendix contains the text of the Declaration of Independence and the Constitution and its amendments as well as a section on flag etiquette, a list of U.S. presidents, state statistics, a map of the United States, an answer key to the "decision" dilemmas that introduce each unit, a glossary, and a chart and graph index. A general index is also provided.

Teaching Procedures

Each unit begins with a description of a situation in U.S. history that required an official to make a decision. The actual decision is not revealed; students are asked how they would decide and then asked to reconsider their decisions at the end of the unit. Two other unit-ending activities also help students review the unit and provide opportunities for evaluation of student progress.

Each chapter begins with a list of vocabulary terms, which appear in italics when they are used for the first time in the text. Following the basic narrative, three sets of questions are presented for discussion and evaluation. The questions are sequenced to require various levels of thinking, from recall to evaluation.

For each unit and chapter, the teacher's guide contains suggestions for discussion questions and correct or probable answers to the questions in the student text. A bibliography of print and audiovisual supplementary resources is also provided.

Evaluative Comments and Suggestions

Although the teacher's guide refers to the goal of "involving the student" in a study of civics, neither the text nor the instructional strategies suggested seem likely to stimulate much student involvement. Teachers may find the content oversimplified and overgeneralized. More serious, however, is the fact that the text contains errors of fact or interpretation, particularly in sections dealing with law and justice. For example, in chapter 3 (which discusses the rights and responsibilities of citizenship) the text asserts that newspapers "may be sued for slander...if they print harmful opinions that cannot be proven"--a statement which contains not only an obvious error of fact (the authors mean libel, not slander) but also an internal contradiction (by definition, an opinion is a statement that cannot be proven) and reflects a misunderstanding of the law as it is applied to libel suits.

SUPPLEMENTARY MATERIALS

Entry No.	Title	Page No.
Print		
41	Case Studies in Civil Liberties	103
42	Contemporary Concerns of Youth	105
43	Great American Cities	107
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46	Scholastic Social Studies Skills Program	113
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47	America's 20th Century Wars: The International Challenge	115
48	Associated Press Special Reports on Government and Politics	117
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53	Survival	127

Note: See entries 6, 8, and 13 for additional supplementary materials suitable for use at the secondary level.

41. CASE STUDIES IN CIVIL LIBERTIES

Author:	Louis D. Mason
Publisher:	J. Weston Walch
Publication Date:	1979
Grade Level:	9-12
Materials and Cost:	Box containing 50 duplicating masters and 15-pp stapled teacher's guide, $17.95
Subject Area:	Legal education

Overview

Case Studies in Civil Liberties introduces students to 50 cases in which individuals' rights and liberties were challenged. Each case, presented on a duplicating master, requires students to read a brief description and write their opinions. Opinions are then discussed by the entire class, allowing the students to develop an understanding of legal processes, as well as of their responsibilities as citizens. A teacher's key accompanies the 50 masters on which the cases are presented.

Required or Suggested Time

Each case study is very brief and can be read in less than ten minutes. Completing their opinions will take students another five to ten minutes, depending on whether they do it separately or in small groups. Discussion should take an additional 15 minutes, allowing ample completion of a case study in a 30-minute time period. Teachers can use the case studies selectively or can group them together to make mini-units on a topic such as free speech or right to private property.

Intended User Characteristics

The materials are designed for use by high school students. Since the reading level averages sixth grade, as measured by the Fry reading scale, seventh- and eighth-grade students could also use these materials. Teachers of U.S. government or history can use the cases to illustrate issues related to the Bill of Rights and Constitution; consumer education and business law teachers would find some of the cases relevant to their courses; and legal education teachers could use all of the case studies. Brief answers to the cases are given for the teacher in the teacher's key; however, if any depth is desired in the discussions, the teacher may need to pursue topics further through use of the suggested bibliography.

Rationale and General Objectives

The author indicates that these case studies "are designed to promote an interest in the consequences of knowing and not knowing law as it is applied in practical situations." Through use of the case studies, students should be able to state their opinions about specific cases and discuss them with their classmates. After reading and discussing each individual case, students should be able to: "(1) determine the main issue of the case; (2) form an opinion based on analysis of the case; and (3) support that opinion by a rule of law."

Content

Case Studies in Civil Liberties focuses on individual rights and liberties in five areas: freedom of religion and

Data sheet by Frances Haley.

expression, right of privacy, rights of the accused, equal protection and equal opportunity, and miscellaneous civil liberties. Actual and hypothetical cases are presented, along with fictional cases based on actual cases. In the fictional cases, plot and situation have been altered to increase student interest.

A sample case focusing on the right to peaceable assembly follows. Several students march to the local jail, where fellow students are being held for demonstrating against racial segregation. The sheriff informs them that they are blocking the driveway, which is not public, but which is used to transport prisoners to and from the jail. He gives the students the alternatives of dispersing or being arrested. After ten minutes he issues a second warning. The remaining students are arrested and charged with entering property without permission. The questions to be answered individually and then discussed with the entire class are: "In your opinion, should these students have been allowed to demonstrate in front of the jailhouse? Would it make any difference if the demonstrators were in front of the state capitol instead of the county jailhouse?" Each of the 50 cases presented follows this same general format: a case study followed by one to three questions. Most of the cases revolve around incidents with which most teenagers are familiar.

Teaching Procedures

Each case study is printed on a single spirit master. The teacher needs to duplicate enough copies for the class. He/she may then elect to have students complete the cases individually or in small groups, discussing each question. The teacher may also elect to have students read the cases individually or they may be read aloud, by either the teacher or a student. Following the individual completion of the questions following each case, the teacher conducts a class discussion of the case. When all opinions have been heard and discussed, the teacher should indicate how the actual case was decided in court. A list of corollary case citations, organized by type of case (e.g., freedom of religion), is appended to the teacher's key and can be used by the students or teacher for further study and research.

No additional teaching procedures are given in the materials; however, the teacher may want to divide the class into three groups and give each group a different case related to the same topic, such as freedom of speech. In the class discussion, students could then compare their cases, citing similarities and differences and discussing how each related to the topic.

Evaluative Comments and Suggestions

Each of the cases is simply written and interesting, so students should find them engaging. The continued use of the case studies on a daily basis would become monotonous. To achieve more depth, teachers should research the topics covered and combine case studies with other class readings and activities. No tests are available, although individual cases could be used as tests if the teacher so desires.

42. CONTEMPORARY CONCERNS OF YOUTH

Author:	Shirley P. Schwarzrock
Consulting Editor:	C. Gilbert Wrenn
Publisher:	American Guidance Service
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	Teacher's guide, spiralbound, 187 pp, $12.50; book of 85 duplicating masters, $13.50; total package, $25.00
Subject Area:	Guidance and counseling, language arts, sociology, values education

Overview

Contemporary Concerns of Youth is a 7-12 supplementary worksheet and discussion program designed to facilitate personal, emotional, and social development of junior and senior high school students. Believing that school should be more relevant to students' lives, the author interviewed high school students to identify important issues and concerns. The resulting program consists of a teacher's manual and a book of spirit masters organized into four main areas: self-awareness, interpersonal relationships, survival skills, and school-related concerns. Students are asked to complete various kinds of worksheets related to these issues and to discuss them in small and large groups. Teachers and counselors facilitate the discussions. They are encouraged to make flexible use of the materials and to adapt them to the particular needs of their groups.

Required or Suggested Time

No specific amount of time is required or suggested. The four parts of the program can be used in any order. The author suggests, however, that the activities within each part are most effectively used in the sequence provided in the teacher's manual. Each of the 36 units which constitute the program provides materials for more than one class period. It is recommended that the activities not be used on a daily basis in order to allow time for student reflection.

Intended User Characteristics

Contemporary Concerns of Youth is designed for use by guidance counselors, social studies teachers, and language arts teachers with students in grades 7-12. The author does not indicate any particular grade level for each unit. Counselors and teachers are encouraged to make those decisions depending on their particular circumstances and needs. Part 3, "Survival Skills" was, however, developed specifically for seniors who asked for help in reviewing skills needed in exploring jobs, attending college classes, and making life decisions. A Fry readability analysis of sample passages from the worksheets indicates that the reading level of the student materials is approximately eighth grade. There is no evidence of sex or ethnic bias in the materials. Teachers and counselors do not need special training to use the materials. Nevertheless, skill in facilitating small group discussion of interpersonal and psychological topics is helpful. A supportive school climate that fosters "encouragement, approval, and positive attitudes towards students" is also necessary.

Data sheet by Douglas P. Superka.

Rationale and General Objectives

These materials are based on the assumption that secondary school programs must be more relevant to students' lives today and in the future. The author believes that education for adolescents must go beyond the "3 Rs" and must include "such dimensions of life as survival skills for living, communicative competency, values for the individual, decision-making, and a feeling of belonging in our changing society." While a list of specific goals is not provided in the materials, these areas are clearly the broad purposes of Contemporary Concerns of Youth. The rationale for this program also stresses the importance of providing students with experiences that will help them feel that school is worthwhile.

Content

As the title indicates, this program does focus on Contemporary Concerns of Youth. The topics selected were based on interviews in various high schools in different areas of the country. The topics identified in this research were categorized into four general areas: self-awareness, interpersonal relationships, survival skills, and school processes. Each of these is the focus of one of the four parts of the program. The first part, "Know Thyself," deals with various concepts related to self-esteem, including roles, expectations, motivation, self-responsibility, goals, personal values, and feelings. The second part focuses on relationships, including those with parents, siblings, other relatives, and friends. This section also examines sensitivity to others, group memberships, and responsibilities at home. Various "survival skills" are the focus of part 3. Some of these are effective communication, information-gathering skills, note taking, risk taking, decision making, accomplishing change, managing peer pressures, and handling emotions. The topics which comprise the final part, "School-Related Concerns," are school relevancy, approachable teachers, the school as a community, grades and evaluation, a sense of belonging in school, important things to learn, and the characteristics of an effective student.

Teaching Procedures

Two major instructional procedures are used extensively--student worksheets and small-group discussions. The worksheets, provided in the book of spirit masters, engage students in many different activities. One frequently used activity asks students to complete a matrix indicating the extent to which they have done certain things during the course of a week. One worksheet, for example, records on a Monday-through-Friday basis the "things I do that make me feel effective." Other activities include moral dilemma stories, self-examination questions, rating scales for determining student attitudes, transactional analysis exercises that analyze the nature of interactions within families, and planning charts. The "Survival Skills" section contains activities related to completing job applications, resumes, and interviews.

The teacher's guide contains detailed suggestions for introducing and using the worksheets and for facilitating discussions related to them. The procedures in the guide also suggest periodic use of personal journals, role playing, creative dramatics, and brainstorming. The guide also contains background information and recommended readings for the teacher.

Evaluative Comments and Suggestions

Although no formal evaluation of these materials was conducted during or following their development, extensive research in high schools was done prior to development to determine the topics students felt were most important for them to learn. The selected topics are indeed ones that are likely to interest junior and senior high school students. The repeated use of worksheets may, however, defuse some student interest. Teachers would thus be well advised to vary the presentation by using other activities, including those suggested in the teacher's guide.

43. GREAT AMERICAN CITIES. AMERICAN HISTORY AND BOOK-MAKING SERIES BOSTON IN THE COLONIAL PERIOD. UNIT ONE

Authors:	Karla Baehr DeLetis and Gary Parker Schoales
Publisher:	Games Central of Abt Associates
Publication Date:	1979
Grade Level:	7-10
Materials and Cost:	Package containing 38 paperbound duplicating masters, 12-pp paperbound unit teacher's guide, 4-pp paperbound series teacher's guide, $30.00
Subject Area:	U.S. history, urban studies

Overview

First in a unique series on Great American Cities, this unit involves students in grades 7-10 in making a book about Boston during the colonial period. Requiring about three weeks of classroom time, the unit can be used to supplement a U.S. history course or an urban studies course. The authors believe that students can gain an understanding of some of the major problems faced by our country by studying cities at various periods in U.S. history. One-page information sheets, written at an easy reading level of grade 7/8, contain edited primary source accounts of crucial events, maps, and other short readings that make the colonial history of Boston come alive, giving students the feel and flavor of the period. Students read and discuss the information sheets and then organize the information into a book, creating chapters, placing pages in logical order, and planning the table of contents. The information sheets come as duplicating masters. Step-by-step lesson plans are provided in the teacher's guide.

Required or Suggested Time

Approximately 15 classroom periods are required to teach one unit. The use of the supplementary class activities and group projects is left to the discretion of the teacher.

Intended User Characteristics

The units can be used with students in grades 7-10. Written at grades 7/8 according to the Fry readability scale, the high-interest materials use maps, illustrations, and a great deal of carefully edited primary source material. The guides contain easy-to-follow instructions for teachers.

Rationale and General Objectives

The authors believe that the "American experience is reflected in and shaped by the urban experience." By examining how people in cities have responded to crises, by understanding how a city works, and by studying the changes which urban residents have made in their physical environments to meet their material and aesthetic needs, students should begin to gain some understanding of the major issues which our nation has faced in the past and faces today. The authors also believe that students need to acquire certain basic skills. With this objective in mind, they developed each unit of the series as a book-making project. Students learn to organize information logically, identify the main ideas, and make generalizations. Other skills taught in the program include vocabulary and reading skills, drawing inferences, evaluating evidence, analyzing data, learning about primary sources of infor-

Data sheet by Regina McCormick.

mation, identifying values, recognizing stereotypes, and learning about the parts of a book.

Content

Each unit in the Great American Cities series consists of a set of 26 to 38 spirit masters containing a variety of information about a particular city during specific periods of United States history. The only unit completed to date deals with the city of Boston during the colonial period. Other units in preparation treat Philadelphia in the American Revolution, St. Louis during westward expansion, Atlanta during the Civil War and Reconstruction, New York at the height of immigration, Chicago in the "Roaring Twenties," Detroit during the Great Depression, and San Francisco during World War II.

The content relies heavily on edited primary source material. Topics covered in the information sheets or vignettes for each city include crime and punishment; economy; everyday life; geography and topography; government and law; public safety; religious and ethnic groups; sites and origins of names; technology; urban government and politics; values, beliefs, and politics; and women. For example, in the unit on Boston students examine Puritan crimes and punishments including whipping, disfiguring, branding, and humiliation; how the early settlers earned a living through farming, fishing codfish and whales, shipbuilding, piracy, and other enterprises; Boston taverns; religious beliefs of the Quakers and Puritans; the various roles played by women in the life of the colonies; and the strict dress code which was enforced so that people could tell the difference between social classes.

Teaching Procedures

Specific day-by-day lesson plans for the teacher are provided in the teacher's guide for each unit. The basic idea is that students reorganize the information provided them and make a book. Students are expected to read and discuss each information sheet and examine any illustrations which accompany it. They decide what aspect of colonial life is described in each vignette and then organize the vignettes into chapters, creating titles as they progress. Students are given the option of adding such other features to their book as a cover, glossary, author's biography, dedication, introduction, conclusion, index, additional pages, additional illustrations, and a dust jacket blurb to sell the book.

Students are also involved in additional class activities and individual or group projects. For example, they role play an accused witch/warlock trying to convince a jury of her/his innocence, design and build a model whaleboat, research and write a colonial Boston newspaper, and write a diary of a Puritan doctor and his efforts to control sickness and death in early Boston. The teacher's guide contains suggestions for class activities and individual group projects. The guide also contains comprehension and study questions and a bibliography for further study.

The brief teacher's guide for the series suggests various other teaching strategies for using the units. Teachers can organize material from various units ahead of time by topic, such as "public safety in cities," putting together a supplementary unit of study for students. Or, for a more in-depth study, teachers can provide students with additional information not included in the written materials.

Evaluative Comments and Suggestions

This unit is very different from other kinds of supplemental activities on the market today. Students should find it interesting and very informative. Not only will they learn about colonial life through the interesting readings, but they will acquire many organizing skills and have a lot of fun as they develop their book.

The unit was used in various classrooms and revisions were made on the basis of student and teacher feedback.

44. GREAT DECISIONS 1980

Developer:	Foreign Policy Association
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1980
Grade Level:	10-adult
Materials and Cost:	Text, paperbound, 96 pp, $3.30; teacher's guide, paperbound, 13 pp, $1.20
Subject Area:	Current events, global studies, U.S. history, world history

Overview

Great Decisions 1980 is a supplementary program of readings designed to help students understand and discuss important foreign policy problems currently facing the United States. The program can be used with high school students, college students, and adults. The high reading level, however, will make it difficult to use in most 10th- and 11th-grade social studies classes. The student text includes eight chapters or topics, each containing a detailed treatment of a major world issue (e.g., refugees, energy crunch, and Mideast and the Gulf). Provocative discussion questions and supplementary readings are also provided. The teacher's guide contains specific suggestions for role play and simulation activities and individual projects that can be used with each reading.

Required or Suggested Time

No specific amount of time for using these materials is suggested by the authors. Each of the eight readings in the student text will probably require two to three class periods for reading and discussion. Using the simulations and other activities provided in the teacher's guide will add an additional two to five periods for each of the eight topics. The total amount of time needed to teach Great Decisions is approximately six to ten weeks.

Intended User Characteristics

Great Decisions 1980 can be used effectively with senior high school students, college students, and adults. The most direct application of this program is as a major resource for high school current events, contemporary global problems, or international relations courses. The text can also be used to supplement and update area studies, world history, and U.S. history courses. Students with average or below-average reading abilities will not find this book easy. Readability, according to the Fry graph, is at the college level. The articles will present both reading and conceptual challenges for many high school students, especially those in tenth grade.

Controversial topics with multicultural implications, such as migration of Indo-Chinese refugees and "illegal aliens" to the United States, are dealt with in a fair and open-ended manner. The readings can, therefore, be readily used with students from various racial, cultural, and ethnic backgrounds. Teachers do not need any special training to use the materials.

Rationale and General Objectives

The purpose of this annual program is to help students understand some of the important problems in the world today from the perspective of U.S. foreign policy. Great Decisions focuses

Data sheet by Douglas P. Superka.

particularly on helping students analyze and discuss policy options related to these problems. The authors believe that there is no single solution to each problem and that a central value of the program is to convey to students "just how difficult it is to make wise judgments about the various alternatives we face." Consistent with this viewpoint, the developers recommend that the teacher act as a discussion leader whose "job is not to lecture but to stimulate debate and let opposite speeches be heard."

Content

Great Decisions 1980 consists of eight sets of readings focusing on current U.S. foreign policy topics. The first reading--"The World in 1980"--presents an overview of the broad foreign policy problems of 1980. Each of the other seven readings concentrates on an in-depth explanation of a particular topic or issue. Topics dealt with in Great Decisions 1980 are indicated by the titles of the readings: "The Mideast and the Gulf," "The United Nations at Thirty-Five," "Eastern Europe: Emerging From Moscow's Shadow?," "Humanity on the Move: How Migration Affects Us," "Brazil's Rising Power," "Vietnam and Its Neighbors," and "The World Energy Crunch." Each chapter concludes with an outline of the pros and cons of various policy options.

The readings are interspersed with short narratives of historical events related to some of the specific topics. The chapter on recent refugees, for example, contains a reading which discusses such other migrations as the invasions of the Visigoths and Vandals against the Roman Empire. A final chapter updates events related to the eight topics discussed in the previous year's book, Great Decisions 1979.

Teaching Procedures

This program places great emphasis on student reading and class discussion. Each chapter in the text contains approximately ten pages of readings (small print) and a set of discussion questions. Most of the questions elicit student opinions and judgments rather than testing recall of facts. For example, students are asked, "Is the United States doing enough, in your opinion, to help the Indo-Chinese refugees? What more, if anything, should it do?" Some questions also require students to analyze, explain, hypothesize, and predict, as evidenced by this series of questions: "To what extent, if any, has military rule been responsible for Brazil's economic growth? In what ways could a return to a multiparty system affect the economy? Under what circumstances could you see the country reverting to authoritarian rule?"

The teacher's guide outlines specific procedures and activities that can be used with each chapter in the student text. Included are background on each topic, a suggestion for introducing the topic, activities for developing the lesson, and additional resources that may be used to extend or supplement the topic coverage. Many of the activities provided in the guide are simulations and role plays designed to give students "a sense of the drama and complexity of the decision-making process."

Evaluative Comments and Suggestions

Great Decisions 1980 is very strong on content. The readings provide extensive background on each topic and are surprisingly up to date. The discussion questions are thought-provoking and challenging. The sheer extent of the coverage and the amount and level of reading, however, will make the program difficult to use with all but the most-able high school students. The role-play activities provided in the teacher's guide will help to involve less-able students in the issues. In addition, a series of eight half-hour television and radio programs on these topics was presented in early 1980. Audiotapes of these programs are available from the Foreign Policy Association (205 Lexington Avenue, New York, New York 10016) and should be useful in helping students understand the issues treated in the readings. The program has not been formally field tested.

45. GREENHAVEN WORLD HISTORY PROGRAM

Editors:	Malcolm Yapp, Margaret Killingray, and Edmund O'Connor
Publisher:	Greenhaven Press
Publication Date:	1980
Grade Level:	9-10
Materials and Cost:	Box containing 64 paperbound 32-pp student books, 35-pp paperbound teacher's guide, $124.80; individual books, $1.95 each
Subject Area:	World history

Overview

The Greenhaven World History Program is designed to provide teachers with world history materials that can be used in a variety of ways. Although the program is intended to be used as a one-year course in world history, it can also be used to supplement other courses. Designed for students in grades 9 and 10, the materials can also be used effectively by older or younger students. The program consists of 64 books organized around five themes: "History Makers" (16 books); "Great Civilizations" (14 books); "Great Revolutions" (10 books); "Enduring Issues" (9 books); and "Political and Social Movements" (15 books). Each illustrated book contains approximately half text and half primary source documents. The accompanying teacher's guide describes the program's many uses. The flexible format offers a number of approaches for teachers to try--chronological, area-based, thematic, or biographic.

Required or Suggested Time

The program provides more than enough material for a one-year comprehensive world history course. The books can also be used to provide supplementary information in such courses as economics, sociology, political science, area studies, or humanities. No locked-in format for the entire program is prescribed. Since schools differ in the time sequences around which curricula are arranged, each teacher is encouraged to determine the length of time to spend on the course. Because specific teaching strategies and student objectives are not provided, substantial planning time will be required.

Intended User Characteristics

The program is intended for ninth- and tenth-grade world history students but may also be used effectively, where appropriate, by older or younger pupils. This analyst found the average reading level according to the Fry readability formula to be grade 10. The editors believe that the booklets are appropriate for mixed-ability classes that demand a flexible format rather than a formidable textbook format. The reading selections employ simple vocabulary and a simple sentence structure with short paragraphs and headings to aid pupils in the lower ability range.

Rationale and General Objectives

The purpose of these materials is to provide a flexible program for teaching world history. The program is designed to meet the following goals: (1) to provide materials of high interest containing many visuals which could be used in mixed-ability classes; (2) to include primary sources containing divergent viewpoints designed to pro-

Data sheet by Sydney J. Meredith.

mote the study of the process of historical inquiry; (3) to develop a complete, balanced, and self-contained program which offers an objective world approach; (4) to include the study of some non-Western societies to introduce a "comparative analysis of total human experiences"; and (5) to develop materials which focus on the "broad themes of political, social, economic, and cultural change."

Content

The 64 books in the Greenhaven World History Program are organized around five overall themes. Books supporting the "History Makers" theme cover such people as Alexander, Luther, Erasmus, Napoleon, Bolivar, Adam Smith, Marx, Darwin, Roosevelt, Stalin, Mao Tse-Tung, and Nyerere. Books in the "Great Civilizations" portion of the program cover ancient European, Near Eastern, Asian, American, and African civilizations. Social and political revolutions are the third program theme. Such "Enduring Issues" as urban problems, population, the world economy, and the family comprise the fourth theme. The final theme, "Political and Social Movements," contains books on the slave trade, the enlightenment, imperialism, nationalism, Japan's modernization, Hitler's Reich, and other topics.

The material in each book is half text and half original source documents. The documents, chosen to illustrate points made in the text, are intended to help students gain a better understanding of the events described in the text. The documents appear at the back of each book so they can be used independently if desired. Approximately 15 to 25 illustrations are interspersed throughout each book; these include photographs, drawings, maps, charts, diagrams, and tables.

Teaching Procedures

The teacher's guide accompanying the program contains an introduction, an explanation of how the program can be used in a variety of courses, and an overview of each of the 64 books. A variety of methods of using the materials are suggested. For instance, the editors suggest that the program can be used in conventional chronological world history courses. Suggestions for selecting combinations of books to be used in courses covering various periods are provided. The editors also suggest that teachers consider the possibilities of a reversed chronological approach in which students begin with a study of the modern period, with which they are familiar, and work backward. Use of the materials in an area-based course is also discussed.

Use of the program in a thematic approach to world history is discussed at some length. Selection of themes depends on teacher and class needs, of course, but suggestions for a number of possible themes are given: religion and society, war and society, the social order, the economic order, and the political order. The program can also be used in a biographically based course.

A final suggested approach to using the program is to use the primary source documents as a starting point for teaching the course. The editors believe that the documents approach can foster inquiry, thus helping students understand historical research and comparisons. In fact, the use of the documents is stressed in the guide, regardless of the overall approach taken to using the program.

Evaluative Comments and Suggestions

The Greenhaven World History Program meets its goal of providing comprehensive information in a format that permits a great deal of flexibility in use. The presentation allows teachers to experiment with approaches that a standard textbook might not permit. The teacher's guide is helpful in providing suggestions for structuring a course around use of the program. Provision of some specific instructional strategies would have been helpful, however, in reducing teacher planning and preparation time.

46. SCHOLASTIC SOCIAL STUDIES SKILLS PROGRAM. CRITICAL THINKING B; MAKING DECISIONS A; POLITICAL CARTOONS A; and TIME AND SEQUENCE A

Authors:	Various
Publisher:	Scholastic Book Services
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	4 teachers' guides, paperbound, each containing 12 pp plus 12 transparencies and 24 duplicating masters, $16.95 each
Subject Area:	Social studies

Overview

The Scholastic Social Studies Skills Program is a series of 14 units designed to develop secondary students' social studies skills in eight areas: reading maps, reading charts, reading graphs, critical thinking, decision making, reference and research, time and sequence, and understanding political cartoons. Each unit contains 12 lessons. The primary teaching tools used are transparencies and worksheets, which introduce students to the subject skills and provide opportunities for them to practice those skills. The four units reviewed for this analysis were Critical Thinking B, Making Decisions A, Political Cartoons A, and Time and Sequence A.

Required or Suggested Time

Each unit in the Scholastic Social Studies Skills Program contains 12 lessons which require one class period each to complete. Suggestions for follow-up activities could expand the time required if teachers choose to use them.

Intended User Characteristics

This program is designed to supplement instruction in secondary social studies classes where the subject skills are used. The publishers claim that the units can be used in any class and specifically mention their applicability to history, civics, geography, sociology, and political science courses.

The units are divided into two levels. The nine programs in level A are designed for students who need work in basic skills. The five B-level units are suitable for students with some grounding in the skills. The teacher's guides indicate that C-level programs are planned for the future.

Readability of the worksheets which are the core of the program varies. A Fry readability test by this analyst showed the average reading level of the Making Decisions A, Time and Sequence A, and Critical Thinking B units to be grade 7, while the reading level of the Political Cartoons A unit was several grade levels higher. Some suggestions for using the materials with "less-able" students are given.

Rationale and General Objectives

The purpose of this program is "to help students learn and improve their skills for dealing with social studies information." The program provides students with opportunities "to practice and develop specific skills," progressing from "basic and relatively simple skills to more complex, higher-level skills in a systematic way." Each unit contains a lesson-by-lesson matrix of the skills and subskills developed.

Data sheet by Laurel R. Singleton.

Content

The program addresses eight categories of skills: maps, charts, graphs, critical thinking, reference and research, time and sequence, decision making, and using political cartoons. Each skill is broken into a number of specific skills and subskills. For example, in the Making Decisions A unit, the first five lessons focus on the steps in decision making. Lessons 6 through 9 help students learn to use facts in ranking alternatives and clarifying goals. The next two lessons introduce steps which follow the actual making of the decision--implementing and evaluating the decision. The final lesson offers a review. The examples used to illustrate decision occasions are typical of decisions faced by teenagers.

The Critical Thinking B unit focuses on three broad categories of thinking skills--analyzing information, organizing information, and evaluating information. Each of these skill categories is broken into a number of specific skills. The worksheets in this unit are wide ranging, although a majority focus on evaluation of historical information, using examples from U.S. history.

The Time and Sequence A unit reviewed focuses on two major skills--understanding the time system and calendar and understanding chronology. Many of the worksheets in this unit focus either on use of timelines or on earth/sun relationships.

The final unit reviewed for this analysis-- Political Cartoons A--is designed to teach students skill in identifying and analyzing cartoon information, interpreting and synthesizing cartoon information, and creating and evaluating cartoons. Each unit includes one or more cartoons, either contemporary or historical. All relate to American political life.

Teaching Procedures

Each lesson in the program is used in essentially the same way. First the teacher introduces the lesson through an activity designed to stimulate interest. For example, one strategy suggested to introduce a lesson from Time and Sequence A which develops understanding of the day and night is showing slides of the same object taken from the same angle at different times of the day and asking students to think about reasons for differences in the pictures.

Teachers are then directed to use the transparency and two worksheets provided with each lesson. In most cases, the transparency and one of the worksheets are the same, presenting a graphic representation of application of a skill. The second worksheet contains explanatory vignettes and questions to be answered by the students.

Two or three follow-up activities are also suggested for each lesson. These activities vary from doing research to staging game shows, analyzing song lyrics, and interviewing parents or grandparents. Some of these activities suggest specific ways of linking the skills to particular social studies courses. For example, in the first lesson of the Making Decisions A unit, students learn to chart the steps in the decision-making process. As a follow-up to that activity, the guide suggests having students select and chart a decision made by a person in U.S. history.

Evaluative Comments and Suggestions

The Scholastic Social Studies Skills Program provides a convenient means of supplementing textbook instruction for teachers who feel that they do not have enough skill-building in their program. While the links between certain skills and social studies courses are clear (e.g., map skills and geography), more suggestions for linking the skill units with such courses as civics, sociology, and political science would be helpful. In addition, if the materials were used on a regular basis, students would probably find the transparency/worksheet format to be repetitive and boring.

47. AMERICA'S 20TH CENTURY WARS: THE INTERNATIONAL CHALLENGE

Producer:	Ed Dahlin, Inc.
Publisher:	Educational Enrichment Materials
Publication Date:	1979
Grade Level:	7-college
Materials and Cost:	Box containing 6 filmstrips, 6 cassettes, 57-pp paperbound teacher's guide, $129.00. Each filmstrip with cassette, $24.00
Subject Area:	U.S. history, world history

Overview

America's 20th Century Wars: The International Challenge is a set of six sound filmstrips which present an in-depth view of four wars: World War I, World War II, the Korean War, and the Vietnam War. The series traces events leading up to each war and discusses how the United States became involved, the major battles, the changing technology of warfare, attitudes of the American people, related controversial issues, and the final resolution of each war. The accompanying teacher's guide offers a synopsis, the script, discussion questions, and activity suggestions for each filmstrip. The program can be used to supplement junior or senior high school or college classes in modern or U.S. history. The six titles--"World I: U.S. Becomes a World Power"; "World War II: The European Theater" and "World War II: The Pacific Boils Over"; "Aggression Challenged: The Korean Conflict;" and "Vietnam: The Undeclared War, Parts I and II"--used in sequence present a chronological account of one aspect of 20th-century history.

Required or Suggested Time

Each of the six filmstrips in this program requires 15 to 20 minutes of viewing time. The teacher's guide suggests six discussion questions and four to six activities for each filmstrip; these could take from 40 minutes to three or four class periods, according to the needs of the students and the teacher. It is suggested that the filmstrips be shown in order, since they present a chronological account of the history of the 20th century.

Intended User Characteristics

This set of filmstrips is designed to supplement a modern history or U.S. history course. The publisher's catalog indicates that the intended audience for the program is junior or senior high school or college students. Teachers should familiarize themselves with the materials before showing them to the class.

Rationale and General Objectives

America's 20th Century Wars attempts to present "a good overview of world history in the twentieth century" through an in-depth view of the wars in which the United States has taken part. Five specific objectives are stated in the teacher's guide: (1) to acquaint students with the conditions which led to the outbreak of World War I, World War II, the Korean War, and the Vietnam War; (2) to present students with a clear explanation of how the United States became involved in each of these wars; (3) to show the evolution of modern warfare, from the first airplanes used in World War I to the use of napalm and defoliants in Vietnam; (4) to encourage students to think about alternative solutions to dis-

Data sheet by Carol H. Krismann.

agreements between nations; and (5) to help students decide for themselves whether or not the United States should become involved in future disagreements which could lead this nation into another war. The developers hope that, ultimately, the series "will instill in viewers a sense of the futility of war and the realization that other means must be found for resolving differences between nations."

Content

Using contemporary photographs coordinated with a factual narrative, the six sound filmstrips cover all four wars in which the United States has been involved during the 20th century: World War I, World War II, the Korean War, and the Vietnam War. They offer a chronological account of each war, including the events leading up to each conflict, how and why the United States became involved, the major events of each battle, turning points in each war, and an analysis of the final resolution of each. The filmstrips also trace changes in the technology of warfare and the attitudes of the American people toward war, emphasizing the costs in manpower and destruction of land and cities. The narrative makes comparisons between wars in terms of issues, attitudes, and results and raises controversial issues, noting the arguments of both sides. The pictures include maps illustrating political boundaries and battles, as well as reproductions of headlines and articles from the New York Times. Photographs of presidents and other major figures are also shown. The script includes excerpts from a few of the major speeches. The kit focuses on the hardships of war and death and destruction through illustrative statistics and photographs.

Teaching Procedures

Students are involved in viewing and discussing the six filmstrips as well as in activities relating to various aspects of the wars. For each filmstrip, the teacher's guide provides a lesson plan which includes a one-page synopsis and the script of the filmstrip, six discussion questions, and four to six activity suggestions. Discussion questions call for students to analyze values and points of view, compare and contrast, summarize, characterize, and make judgments. Topics include the Holocaust, industry profiting from war, Nazism and freedom of speech, U.S. involvement in the internal affairs of another country, and guerrilla warfare. Such activities as film viewing and reviewing, map comparison, research, role play, mock debates, television viewing, and visiting speakers are suggested.

Evaluative Comments and Suggestions

These sound filmstrips present clear chronological accounts of each of the four wars. The scripts are factual, well organized, and unbiased. The narrator is precise and easy to understand, and background music and sound effects are appropriate. Maps and photographs are clear and well coordinated with the text. Although publicized as color filmstrips, the photographs used are basically from news film and are thus in black and white, with the exception of those illustrating the Vietnam War. The introductions, though interest catching, may be confusing because they are out of chronological order, but the material is reiterated in its proper place in the narrative. It should be noted that the treatment of the Vietnam War ends in 1975 with the withdrawal of American troops.

48. ASSOCIATED PRESS SPECIAL REPORTS ON GOVERNMENT AND POLITICS. THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE; THE ELECTION PROCESS; THE FIRST AMENDMENT: FREEDOM OF THE PRESS; HUMAN RIGHTS; THE JUVENILE JUSTICE SYSTEM; and THE SOCIAL SECURITY SYSTEM

Developer:	The Associated Press
Publisher:	Prentice-Hall Media, Inc.
Publication Date:	1978-1979
Grade Level:	7-adult
Materials and Cost:	6 boxes, each containing 2 filmstrips, 2 cassettes, paperbound teacher's guide (48 to 56 pp), masters for 8 student worksheets, $62.00 each
Subject Area:	Current events, legal education, political science, U.S. government, U.S. history

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Overview

The Associated Press Special Reports on Government and Politics is a continuing series of filmstrip/cassette programs employing a documentary approach to the examination of various issues in government, politics, and the law. Designed to be used as the basis for units on particular topics or to supplement regular social studies courses, the programs employ AP photographs and interviews with prominent authorities in the field. The six programs in the series analyzed for this review focus on the Department of Health, Education and Welfare, the Social Security system, the juvenile justice system, the election process, human rights, and the First Amendment guarantee of freedom of the press. Each program includes a guide containing such teaching aids as detailed discussion questions and suggested follow-up activities and an Associated Press Learning Activity Packet providing activity masters for a variety of paper-and-pencil activities.

Required or Suggested Time

Each of the six programs includes two filmstrip/cassette presentations requiring from 11 to 14 minutes each to screen. The suggested discussions of the filmstrips could require from one to three class periods to complete. Thus, without using the related follow-up activities or the worksheets provided, teachers would require from two to five class periods to use each program.

Intended User Characteristics

The programs in the Associated Press Special Reports on Government and Politics series can be used as the basis of two- to three-week units on specific topics or as supplementary materials in a variety of junior and senior high school social studies courses, including current events, political science, legal education, and U.S. government and history.

Because the core material is presented in an audiovisual format, students with varying reading abilities can use the materials. Teachers can select follow-up activities to suit their individual class needs and abilities. No teacher training is required to use the materials, and preparation time is minimal, as the program guides provide detailed suggestions for discussion.

Rationale and General Objectives

The Associated Press produces several series of special reports, of which

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Data sheet by Laurel R. Singleton.

this series on government and politics is one. The objectives of these special reports series are to "(1) give students an historical perspective of current problems affecting us as a nation and them as individuals, promoting deeper perception and understanding, (2) expand student awareness of areas of national concern, (3) provide an opportunity for active classroom discussion and debate, and (4) encourage students to develop their cognitive skills by examining the issues of our times in terms of cause and effect." In addition, each program guide clearly explains the purpose of the particular program and lists student knowledge objectives for it.

Content

Each program in the Special Reports on Government and Politics series presents interviews with from two to seven well-known authorities, supplemented with narration. Excerpts from the speeches of public figures are also included in the documentary-style presentations. The six programs reviewed here illustrate the range of topics covered in the series.

The Department of Health, Education and Welfare traces the history of the agency; describes its structure, functions, and accomplishments; and examines such problems facing HEW as unmanageable growth, duplication of programs, and fraud. The Election Process examines a wide variety of issues related to presidential elections: primaries, party conventions, the impact of television, campaign funding, the electoral college, party identification, and declining voter turnout.

The First Amendment: Freedom of the Press explores the history and responsibilities of the free press. The adversarial relationship between the press and the government is illustrated through quotations from Spiro Agnew, Richard Nixon, Winston Churchill, Franklin Roosevelt, Harry Truman, and John Kennedy. Balancing the individual's rights to privacy and a fair trial against freedom of the press is also discussed. Human Rights discusses the ways in which human rights are violated in different nations and examines the policy issues revolving around to what extent and how the United States should attempt to intervene in these situations.

The focus of The Juvenile Justice System is the complexity of the judicial system designed to handle juvenile offenders. Such problems as state-to-state differences in practices are discussed, as are possible alternatives to the present system. The Social Security System examines "the origins and goals of the system, the problems of financing it now and in the future, some of the changes that may have to be made, and the effect of the system on the lives of young people entering the job market."

Teaching Procedures

The guide accompanying each program contains the following aids: an introduction to the program and a content summary; suggested methods for using the program; objectives; a transcript of the narration; two sets of questions for each filmstrip, one demanding recall and the other tapping understanding of key concepts and stimulating examination of values; suggested follow-up activities; instructions for using worksheets; and a bibliography. Some of the guides also contain glossaries.

The follow-up activities involve students in such activities as interviewing juvenile offenders, writing and delivering a television commercial for a product designed to enhance the characteristics of aging, and debating whether soldiers have the right to disobey the orders of a superior officer. The worksheets also provide a variety of activities.

Evaluative Comments and Suggestions

The Special Reports on Government and Politics provides an interesting examination of a variety of issues and would be an excellent supplement to a variety of social studies courses. Because each program can present only a limited perspective on an issue, teachers using individual programs as the basis of units should plan to draw on other resources as well.

49. ASSOCIATED PRESS SPECIAL REPORTS ON SOCIAL PROBLEMS OF A TECHNOLOGICAL SOCIETY. THE CHANGING FAMILY and THE NEW IMMIGRANTS.

Developer:	The Associated Press
Publisher:	Prentice-Hall Media, Inc.
Publication Date:	1979-1980
Grade Level:	7-adult
Materials and Cost:	2 boxes, each containing 2 filmstrips, 2 cassettes, a paperbound teacher's guide (47 and 36 pp, respectively), masters for 8 student worksheets, $62 each
Subject Area:	Anthropology, current events, family life education, psychology, sociology, U.S. history

Overview

The Changing Family and The New Immigrants are two programs in the continuing series entitled Associated Press Special Reports on Social Problems of a Technological Society. The programs in the series use "the newsgathering and photographic resources" of the AP to present current issues in documentary style. Interviews with nationally and internationally known authorities are an integral part of each program. The Changing Family discusses the history of the American family and explores economic and social foundations of the family. The New Immigrants is designed to give students a historical perspective on the diverse peoples who have emigrated to the United States, the problems they have encountered, and the effects of changes in immigration policies on the population and culture of the United States. A program guide and student worksheets accompany each program.

Required or Suggested Time

The Changing Family and The New Immigrants each contain two filmstrip/cassettes. Viewing time for each filmstrip is approximately 12 minutes; discussion of each filmstrip could require from one-half to two class periods. Thus, viewing and discussing the two filmstrips in each kit would require from two to five class periods. Use of suggested follow-up activities and the worksheets provided in the learning activity packages could extend the time required for use of each kit by several class periods.

Intended User Characteristics

The New Immigrants and The Changing Family can be used in junior and senior high school classes, as well as in continuing education courses. The publishers suggest that each kit be used as the basis for a unit or to supplement such social studies courses as anthropology, current events, psychology, sociology, or U.S. history. The Changing Family might also be useful in home economics or parent education classes.

Because the core presentation requires no reading, the program can be used with students having varying reading abilities. Teachers can choose extending activities which meet the particular needs of their students.

Rationale and General Objectives

The AP special reports series is designed to "give students an historical perspective of current problems affecting us as a nation and them as individuals, promoting deeper perception and understanding." Encouraging students

Data sheet by Carolyna Smiley-Marquez.

to develop critical-thinking skills by examining such topics as television, the New South, censorship, and the American workplace, as well as immigrants and changes in the family, is also an aim of the program. Overall program goals and specific objectives are given in the individual program guides.

Content

The Changing Family focuses on the history and present status of the family in the United States. Social, economic, and political factors that have influenced family functions and structure are explored throughout both parts of the program. Part 1, in addition to tracing the evolution of the American family, also explores changes in the role of the child and the concept of "childhood." The second part of the program focuses on some of the current changes in family lifestyles, with particular attention being given to changes resulting from divorce (e.g., more stepparent or single-parent families) and from the increased number of women in the work force.

The New Immigrants examines immigration to the United States from colonial times to the present (excluding the large number of Cuban immigrants who came to the United States in 1980). Political, social, legal, and economic effects of and responses to immigration are examined. The national origins of immigrants at various times in U.S. history, their reasons for leaving their home countries, and changes in immigration policy are the foci of both parts of the program, which is divided on a chronological basis. Part 1 deals with immigration through World War II, while part 2 deals with immigration in the postwar years. Undocumented immigrants (referred to in the program as "illegal aliens") and their particular problems are discussed as well.

Teaching Procedures

Procedures for using both programs essentially involve a teacher introduction to the program, viewing of the filmstrip, and classroom discussion. Numerous discussion questions for each of the filmstrips are provided in the program guides. While some of the questions require simple recall of information provided in the filmstrip, others require analysis and research.

The program guides also suggest a variety of related follow-up activities. These involve students in such activities as interviewing elderly people from various ethnic groups, researching the procedure for becoming a naturalized citizen, making a collage of different family styles, and analyzing films or novels on the basis of how they portray families. The learning activity packets accompanying the programs provide a variety of paper-and-pencil activities for extending the material in the filmstrips, as well as suggestions for surveying and dramatization activities.

Evaluative Comments and Suggestions

The flexibility and adaptability of The Changing Family and The New Immigrants make them attractive supplementary materials for use in a variety of social studies courses. Students of various ages and ability levels can successfully use the materials.

Teachers using these materials should not, however, rely on them as the only sources of information about the changing American family and immigration. For example, in discussing the structure of the American family, both historically and at present, teachers may wish to present information on multicultural family structures to supplement the view of predominant culture values and patterns presented in The Changing Family. The New Immigrants indicates strongly that immigrants to the United States have often been persecuted in their home countries. The persecutors have generally not been clearly described, however, and teachers may wish to provide students with more information on conditions in the home countries when using this program.

50. ISSUES IN AMERICAN HISTORY

Developer:	Envision Corporation
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1980
Grade Level:	8-12
Materials and Cost:	Box containing 8 filmstrips, 8 cassettes, paperbound teacher's guide, and paperbound student study guide, $165.00
Subject Area:	U.S. history

Overview

Issues in American History is a package of eight filmstrip/cassette programs designed for use in secondary U.S. history courses. Topics covered include the American national character, advertising as a reflector of national values, child labor, the effects of development of the airplane, national policy on mining of western coal, President Kennedy's executive order desegregating federal housing, immigration policy at various periods in U.S. history, and the role of the United States in the 1963 Cyprus crisis. Through examination of these case studies, students gain an understanding of the symbiotic relationships among various systems, as well as insight into how systems--particularly the political system--function. Filmstrip viewing, discussion, and research are the primary teaching techniques suggested in the accompanying teacher's guide and student study manual.

Required or Suggested Time

Each of the eight filmstrips in the program requires approximately 14 minutes to screen if shown without pausing for discussion, a possibility suggested in the teacher's guide. Conducting the prescribed follow-up discussion and completing the opinion questionnaire for each filmstrip would require approximately one class period. Additional activities and a second screening of each strip--suggestions left to the teacher's discretion--would increase the time required to use the program.

Intended User Characteristics

The developers of Issues in American History state that it can be used to supplement any U.S. history course in grades 8-12. Although this analyst assessed the readability of the student study guide at grade 11 (based on the Fry graph), average or above-average ability students in grades 8-10 could also use the materials with some adaptations by the teacher. Interviews with men and women from numerous ethnic and cultural groups and discussion of changing attitudes toward ethnic groups and women make the program especially suitable for use with students from a variety of backgrounds. No special teacher training is required.

Rationale and General Objectives

The developers of Issues in American History believe that "The pressures of events in the spheres of economics, warfare and communications are forcing us (Americans) to take account of the operation of the world system as a whole." They have thus designed this filmstrip package "to highlight aspects of this process without drawing premature conclusions." By providing students with opportunities to examine and debate a series of events or decisions in U.S. history, the developers hope that students will "be able to...consider their

Data sheet by Judith E. Hedstrom.

wider implications and find evidence for interconnections in their own lives." The materials emphasize "interconnections among elements of social and economic systems" in the events chosen for study.

Content

Each of the eight filmstrip/cassette programs examines a different issue in U.S. history. "American Looking Glass" examines four prominent Americans' definitions of the American character. The filmstrip then shows ordinary citizens of various ethnic backgrounds giving their reactions to these opinions.

"Advertising: Clues to a Culture" provides students with examples of how advertisements reflect and influence values. Students examine attitudes toward minorities and women as evidenced in advertisements from 1900 and the present.

The process of social reform leading to laws and regulations regarding the employment of children is the focus of "Child Labor: Whose Rights?" "It Changed the World" uses the changes in communications, transportation, agriculture, and warfare caused by development of the airplane to illustrate the far-reaching and often unanticipated results of technological developments.

"Overburden" focuses on economic and environmental issues which affect decisions about the development of various sources of energy.

President John F. Kennedy's decision to issue an executive order desegregating federally subsidized housing is the topic of "A Stroke of the Pen." Insight into how foreign and domestic policy are related is developed in "Little Havana," which compares U.S. immigration policies toward Cubans in the 1960s and toward other groups at different times in U.S. history.

The final filmstrip, "My Ancestors' Enemies," focuses on American intervention in the affairs of other countries through an examination of the 1963 crisis on Cyprus. Although the other filmstrips do not have to be used in a particular order, the developers suggest that this filmstrip be used later in the series because of the complexity of analyzing international relations.

Teaching Procedures

The teacher's guide for Issues in American History provides a general introduction describing use of the program, along with teaching objectives, background information, a brief comment on central issues, and a copy of the narration of each filmstrip. The suggested method of using the program is to have students read the introduction provided in the student study guide and examine the list of key words. The filmstrip is then shown, either without interruption or with pauses for discussion. After the viewing, the guide suggests that class members review the key words to be certain that everyone has garnered their meaning from the filmstrip.

This review is followed by the focus activity described in the student study guide. This activity involves students in small-group discussions of related issues. In some of the focus activities, students are to take the roles of presidential advisers or legislative subcommittee members.

Two more teaching aids are provided for each filmstrip in the student study guide. The first is a list of suggested activities for further study. These generally involve students in out-of-class research using library and community resources. The final teaching aid is a worksheet designed to help students clarify opinions and values related to the issues raised in the filmstrips.

Evaluative Comments and Suggestions

Issues in American History is an excellent supplementary package for U.S. history students in grades 11 and 12. Although it is usable with students in grades 8-10, teachers at those levels may need to adapt the materials slightly by providing more explanation of the ideas presented in the filmstrips and by assisting students with the necessary reading.

51. NEW YORK TIMES FILMSTRIP SUBSCRIPTION SERIES ON CURRENT AFFAIRS

Executive Producer:	George Isaacson
Publisher:	Educational Enrichment Materials
Publication Date:	1979-1980
Grade Level:	7-college
Materials and Cost:	8 boxes, each containing 1 filmstrip, 1 cassette or record, 1 duplicating master, 1 teacher's guide, $27.00 each
Subject Area:	Current events, economics, global studies, U.S. government, U.S. history

Overview

The New York Times Filmstrip Subscription Series on Current Affairs is an annual series which includes eight new programs each year. Published monthly from October through May, the programs each include a filmstrip/cassette, a worksheet, and a teacher's guide containing suggested discussion questions and follow-up activities, as well as a copy of the program script. The topics covered in the 1979-1980 series reviewed for this analysis are OPEC, welfare, foreign investments in the United States, how the political and economic events of the last 30 years have affected life in 1980, Southeast Asia since the Vietnam War, inflation and taxes, freedom of the press, and human rights. The filmstrips draw heavily on the photographic resources of The New York Times.

Required or Suggested Time

Each filmstrip in the program requires approximately 15 minutes to view. The suggested follow-up discussion would require the remainder of one 50-minute class period and could extend to a second class period. Use of the worksheets and numerous activities suggested would require additional time.

Intended User Characteristics

This program can be used to supplement classes in current affairs, economics, global studies, and U.S. government or history. The programs are designed for use with students in junior high school through college. Since no reading is required to use the materials, students with limited reading ability can use the materials on an equal footing with better readers. The variety of activities described in the teacher's guides also provides for a range of ability levels.

Rationale and General Objectives

The intent of the current affairs series is "to guarantee lively and objective coverage of issues selected by the subscribers themselves." The series focuses on issues related to the disciplines of U.S. government, international affairs, and economics. The publishers also believe that "Every student who views the continuing series will sharpen his or her critical thinking skills as these balanced investigations spur active discussion and debate..." Specific student learning objectives for each program are described in the introduction to its teacher's guide.

Content

The topics covered in The New York Times Filmstrip Subscription Series on Current Affairs are selected through a survey of subscribers. The first pro-

Data sheet by Laurel R. Singleton.

gram in the 1979-1980 series, entitled OPEC: A Case Study in Global Power, focuses on how the growth and influence of OPEC illustrate world interdependence and global power. The second program, Welfare: Who Benefits? Who Pays?, covers the history and current status of the welfare system. Foreign Investors: Who Really Owns the U.S.? discusses why foreign investment in the United States has increased and the possible advantages and disadvantages of such investment.

The fourth program, America's Last Three Decades: A Political and Economic Chronicle, focuses on how events of the past 30 years have led to what some people characterize as the depressed state of America today. Southeast Asia Since Vietnam: Territorial Turmoil chronicles events in Southeast Asia since the American withdrawal in 1973. The effect of Proposition 13 and similar tax proposals is the topic of Inflation and Your Taxes: Who's Balancing Whose Budget. New Tests of the First Amendment examines a variety of issues related to freedom of the press, while the last program, World Human Rights: Policy and Practice, discusses the changes in the human rights area that have occurred since the "Universal Declaration of Human Rights" was written in 1948.

The topics covered in the 1980-1981 series, which began in October 1980 and sells for $129.60, are the 1980 presidential election, Iran, credit, the volunteer Army versus the draft, manipulation by oil companies, violence in the home, the U.S. image abroad, and nuclear energy.

The visuals used in the filmstrips include many photographs drawn from The New York Times, as well as actual photos of pages of the newspaper. The cassettes are narrated by males and are supplemented with sound effects and excerpts from speeches, television programs, and popular music.

Teaching Procedures

Use of each program in the series involves three types of activities: viewing and discussing the filmstrip, using the worksheet, and doing follow-up activities. To aid in the discussion of each filmstrip, the teacher's guide presents a complete copy of the script, a list of vocabulary words to be developed, and numerous questions for discussion. The discussion questions are varied. Examples from the program on Southeast Asia include "What countries comprise Southeast Asia?"; "Why did the French become involved in governing this region?"; "What role do you think the United States should play in Southeast Asia?"

Following discussion of the filmstrip, the teachers' guides suggest that teachers duplicate and distribute the worksheets to students. Some of the worksheets contain maps to be labeled and discussed, while others provide tabular data to be graphed and examined in detail.

For each program, a number of widely varying follow-up activities are suggested. For example, in America's Last Three Decades, some activities suggested involve students in interviewing a Vietnam veteran, talking to parents about important events of the 1950s and 1960s, and composing a letter to President Nixon from his lawyer on the day after the Watergate burglary.

Evaluative Comments and Suggestions

The New York Times Filmstrip Subscription Series on Current Affairs provides up-to-date information on topics selected by teachers, a fact that should enhance its usefulness. The information presented is not exhaustive, of course, so teachers may need to to have additional information available for students. The audiovisual format of the materials and the numerous suggested activities provide flexibility. However, teachers who subscribe to the series and receive programs on a monthly basis may have to reshuffle their course outlines to fit particular topics into the curriculum as the programs related to them become available.

52. NUCLEAR ENERGY: PERIL OR PROMISE?

Producer:	Norman Goldstein
Publisher:	Science and Mankind, Inc.
Publication Date:	1980
Grade Level:	10-adult
Materials and Cost:	2 boxes, each containing an 80-slide carousel, 18-minute cassette, 33-1/3 record (repeating material on tape), 47-pp paperbound teacher's guide, $159.50
Subject Area:	Environmental education, science, social studies

Overview

Nuclear Energy: Peril or Promise? is a sound/slide presentation that cuts across traditional lines of subject matter to offer students a scientific/historical introduction to nuclear power and to confront them with the important controversial and threatening aspects of the world energy crisis. Components of the program offer background information, an overview of controversial nuclear energy issues, review questions, and follow-up activities. While the uses and potential of nuclear power are the program's central focus, it also discusses social and environmental implications of nuclear power and explores the cultural values which make people react to the use of nuclear power in a particular way. Important events in the development of the nuclear industry are shown on the slide frames; the accompanying narrative features proponents and opponents of nuclear energy speaking about its risks and benefits. Designed to be used as a minicourse on nuclear energy or as a supplement to other social studies/science courses, the kit includes a comprehensive teacher's guide with suggestions for implementing the program, 160 slide frames, and a narrative sound track (lp record and/or cassette) keyed to the slides.

Required or Suggested Time

The materials are intended to supplement existing science/social studies programs or to be used as a minicourse in energy/environmental education. Each of the two carousel cartridges (80 frames each) takes 18 minutes to present when accompanied by the narrative portion of the program. If the questions and student activities suggested in the teacher's guide are fully used and if, as suggested, all or some of the slides are shown more than once to emphasize a particular point, the program could serve as the basis of a two- to three-week unit.

Intended User Characteristics

This program could be used successfully with students in high school social studies and/or science classes and with postsecondary students. It could also be used by small groups of more-able students or by advanced students working on independent study projects. Prior knowledge of the content area is not required, as all topics are introduced in a straightforward and basic manner. The language in the narrative portion of the program and in the discussion questions is, however, rather advanced and would not be easily comprehended by slow readers or slow learners.

Rationale and General Objectives

Nuclear Energy: Peril or Promise? was designed to "familiarize students with the facts and theories of nuclear energy." The slide/narrative program aims specifically at giving students an enhanced understanding of nuclear

Data sheet by Diana Beer.

power as an energy option. The developers believe that by increasing the knowledge about how, when, where, and why nuclear power was developed and about the potential and possible effects of using nuclear energy in modern society, glib attitudes favoring or opposing nuclear power will dissipate and be replaced by rational understandings based on fact. The program purports not only to inform students about nuclear power but to motivate them to intelligently consider various viewpoints related to energy sources and to realize that these issues are among the most critical facing the modern world.

Content

Nuclear Energy: Peril or Promise? examines the origins of nuclear power, traces the development of the nuclear industry from the explosion of the first atomic bomb in Los Alamos in 1945 to the present, describes benefits and potential dangers of using nuclear energy, and poses questions to students regarding the relationship of the environment to nuclear energy. Emphasis throughout is placed on the bases of arguments for and against the use of nuclear power.

The program is presented in two major sections. The first section (80 slide frames with accompanying narrative and 20 discussion questions) focuses on the origins of the nuclear age, atomic bomb testing and explosions at Hiroshima and Nagasaki during World War II, technical processes required for using nuclear power to generate electricity, and potential dangers involved in nuclear power as a source of energy. The second section (80 slides with accompanying narrative and 18 discussion questions) explores contemporary nuclear power plant operations. Topics discussed include the 1979 accident at the Three Mile Island nuclear plant, alternative energy sources (oil import, coal, natural gas, geothermal and solar energy, nuclear fusion, and breeder reactors), the disposal of radioactive waste products, and opinions by nuclear critics on the one hand and by industry spokespersons on the other regarding the safety and desirability of nuclear power. Throughout the program, the energy potential of nuclear power and the corresponding known and/or suspected dangers related to its use are stressed.

Teaching Procedures

The teacher's guide accompanying the slide/narrative program contains discussion questions and activity suggestions in addition to a summary of each of the two major program parts. Also included in the guide are a script of the narrative and an index to the slide frames that identifies each slide by a summary caption.

Teachers are directed to read the teacher's guide and privately preview the program before showing it to a class. The nature of the discussion questions varies--some are narrative, some require recall skills, and some necessitate that students use abstract thinking and comparative analysis skills. Although no particular teacher preparation is required, a list of suggested reading is included for those teachers wishing to improve their understanding of specific topics in the nuclear power and energy field.

Among other suggested activities, students are directed to write research papers on such topics as the history of the development of nuclear weapons and biographies of major contributors to the field of nuclear energy. A class debate regarding the use of nuclear power is also suggested.

Evaluative Comments and Suggestions

This program skillfully presents an in-depth depiction of the potential and problems of nuclear energy. The high quality of the visual material and the accompanying narrative adds to the overall effectiveness of the program.

53. SURVIVAL

Author:	Charlene H. Beeler
Publisher:	Interact
Publication Date:	1980
Grade Level:	7-12
Number of Players:	16-35
Materials and Cost:	Teacher's guide, paperbound, 28 pp, $16.00
Subject Area:	Energy, environmental education, U.S. government

Overview

Survival is a two-phase simulation designed to help students learn "much about our energy crisis and about how our democratic process is used to solve such crises." Students are assigned to interest groups: nuclear specialists, oil specialists, solar specialists, coal specialists, conservationists, politicians, reporters, and consumers. In the first phase of the simulation, students conduct panel discussions of the problems and opportunities presented by the various power sources. In the second phase, students conduct a simulated legislative committee hearing regarding energy-related legislation and vote in a simulated gubernatorial election. Survival is designed to take approximately two weeks to complete and can be used in a variety of courses.

Required or Suggested Time

The daily directions presented in the teacher's guide are based on the use of ten class periods. However, the many options in the simulation's use permit this time period to be expanded or contracted to meet the teacher's wishes. For example, phase II can be omitted or "Challenge Projects" can be added.

Intended User Characteristics

Survival can be used to supplement government, political science, current affairs, or environmental education courses. The publishers suggest that the simulation can be used in grades 7-12. However, the reading level of the various information sheets that students must work with is fairly high. This analyst found the lowest reading level to be ninth grade, with the readability of the handouts dealing with topics needing technical explanation in the college range. Thus, the simulation will probably be most suitable for students in grades 10-12. While some students may still have difficulty reading the handouts, teachers can make assignments to the various groups in a way that ensures that students with reading difficulties can work closely with better readers.

Rationale and General Objectives

Survival was designed to help students understand that "the average citizen's frustration, anger or apathy when facing the energy crisis can be overcome by careful study and active political participation." The author feels such understanding is important, because "those who are more aware of alternative choices dealing with energy consumption and who use their knowledge to their best advantage are least hurt." Specific knowledge, affective, and skill objectives are listed in the teacher's guide.

Data sheet by Laurel R. Singleton.

Secondary Materials

Content

In phase I of the simulation, students are introduced to background information about four energy sources and learn about possible problems surrounding their use. These energy sources are nuclear power, solar power, coal, and oil. Information is provided on background and problems handouts on the four power sources. The handout on nuclear power discusses the history of nuclear power, safety precautions, radiation, reprocessing plants, disposal of waste materials, and regulation issues. Examples of problems discussed are pollution and safety concerns in mining and burning coal.

In phase II of the simulation, students learn about two facets of the governmental decision-making process. Through the simulated legislative committee hearing, they gain understanding of how compromises regarding legislation are reached and how special-interest groups influence such compromises. Second, the simulated gubernatorial election develops understanding of how single issues can affect the electoral process and how candidates appeal to special interest groups.

Teaching Procedures

Survival is divided into two phases. In the first phase, students are assigned to eight groups: nuclear power specialists, solar power specialists, coal specialists, oil specialists, politicians, conservationists, reporters, and consumers. Each group is assigned four members, except the consumers, which gets the balance of the class. Members of each group are provided handouts describing their role in the major activity of phase I--conduct of four panel discussions to investigate how the various energy sources, while helping solve energy shortages, cause new problems. Directions suggest that students be given at least one work day to prepare for their parts in the discussions. The panel discussions focus on problems associated with each of the energy sources.

Students retain their interest group identification for phase II of the simulation, in which two activities occur simultaneously. One of the activities is the conduct of a legislative hearing regarding several pieces of energy-related legislation. Because the proposed bills clearly will not be acceptable as written, each special-interest group must decide how it will ask the committee to modify the legislation before enactment.

While the committee hearing is occurring, two politicians--one liberal and one conservative--vie in a simulated gubernatorial campaign. Each takes a position on various energy-related issues.

When the committee hearing and campaigns are over, the election is held and the committee retires for deliberations. Finally, the governor decides whether to veto or sign the legislation approved by the committee.

The learning developed in the simulation can be extended through use of the suggested "Challenge Projects." For members of the interest groups related to specific power sources, these projects generally involve doing research and reporting on more-specific detailed information about certain aspects of that power source. For students in the other groups, the activities are more varied: they include surveying community members regarding their views on building a nuclear plant, coal processing plant, solar cell park, or oil refinery in their city; composing a song on an energy topic; and designing an energy-conserving car of the future.

Evaluative Comments and Suggestions

Survival will help students examine issues related to the use of various sources of power and will enhance their understanding of how these issues are treated in the governmental decision-making process. Because much technical information is presented and students must do research to prepare for their panel discussions, teachers should carefully consider how to distribute tasks in the class.

ANALYSES OF TEACHER RESOURCE MATERIALS

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54. ACTIVITIES TO COMBAT STEREOTYPING IN CAREER CHOICE

Developer:	American Institutes for Research
Publisher:	American Institutes for Research
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 77 pp, accompanied by packet of masters for 27 handouts, free while supply lasts
Subject Area:	Career education

The developers of this book, believing that career education can help eliminate barriers to career choice, have compiled 28 previously developed activities which combat sex-role, racial, and handicapist stereotyping. One section of the book is devoted to each of these categories of stereotyping. Each section opens with a brief discussion of the types of stereotyping that are prevalent and their impact on career choice. An overview of each activity in the section is then provided.

The first section of the book, "Activities to Reduce Sex Role Stereotyping," deals with stereotyping in three areas: social roles, occupational roles, and male and female traits. The 12 activities in this section provide an opportunity for teachers at all levels K-12 to have their students examine stereotypes in these three areas.

The section on racial stereotyping, which contains nine activities, also deals with three types of stereotypes: stereotypes concerning history and social roles, stereotypes concerning education and jobs, and stereotypes related to cultural and personal characteristics. A majority of the activities in this section are designed for junior and senior high school students. Only one activity is appropriate for use in the primary grades.

The final section of the book, which deals with stereotypes about feasible career choices for disabled students, contains four activities designed to enhance disabled students' mastery of basic skills and their career awareness and interest, as well as three simulation activities designed to help nondisabled junior and senior high school students understand their disabled peers.

The activities presented in all three sections are varied; they include role plays, puppetry, discussion, use of worksheets, creation of videotapes, and analysis of want ads and television programs. The time required to use the activities ranges from one class period to several. Each activity can be used independently. For each activity, the book lists the target group, objective, related curriculum areas, related occupational areas, classroom time required, materials/resources needed, procedures, and sources. Although necessary handouts are provided in the accompanying packet, some of the activities require teachers or students to prepare additional materials. (LS)

55. BASIC CLASSROOM SKILLS THROUGH GAMES

Authors:	Irene Wood Bell and Jeanne E. Wieckert
Publisher:	Libraries Unlimited, Inc.
Publication Date:	1980
Grade Level:	1-6
Materials and Cost:	Book, hardbound, 258 pp, $13.50
Subject Area:	Geography, language arts

Basic Classroom Skills Through Games provides instructions for 105 games, approximately half for use with students in grades 1-3 and half for students in grades 4-6. Developed by two media specialists, many of the games focus on library skills, but language arts and geography skills are also addressed.

The games are organized into five categories: "26 Little Letters: The Alphabet"; "Dr. Johnson's Legacy: The Dictionary"; "Encircling Knowledge: The Encyclopedia and Single Volume Reference Books"; "Discovering the World: Atlases, Maps, and Globes"; and "Special Honors: The Authors." The individual games in each section are listed in the table of contents, along with a brief statement of the purpose of each game--a helpful feature when selecting games for classroom use.

Each section of the book begins with a brief overview followed by a list of relevant print and audiovisual materials. The games are then presented by grade level (primary or intermediate). Information provided for each game includes the purpose, grade level, time required, number of players, method of checking performance, materials, and procedures. A majority of the games require the teacher to prepare materials. Some may require several hours of preparation; the materials can, however, be reused.

The 20 games included in the section on map skills are designed to promote such skills as the use of directions, the use of a grid, and the use of symbols. Locations of states, state abbreviations and capitals, and locations of countries are also covered. The games are varied. Several are adaptations of such standard games as bingo, dominoes, and "go fish." Others involve students in such activities as using a grid to locate various features of a fantasy creature called a doober, constructing a picture by connecting dots on a grid according to clues provided by the teacher, and using an atlas to locate information about a country to which an hypothetical safari is planned. (LS)

56. FUTURE STUDIES IN THE K-12 CURRICULUM

Author:	John D. Haas
Publisher:	ERIC Counseling and Personnel Services Clearinghouse, ERIC Clearinghouse for Social Studies/Social Science Education, and Social Science Education Consortium, Inc.
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 97 pp, $8.95
Subject Area:	Future studies

The author of Future Studies in the K-12 Curriculum, John D. Haas, is a social studies educator rather than a professional futurist. He believes, however, that study of the future "is a commitment to the worth and survival of the human species, to the link between the generations--young, old, and yet to be born." Haas has therefore provided classroom teachers and curriculum developers with a rationale for teaching about the future, a brief introduction to the field of futurology, and suggestions for incorporating study of the future into the K-12 curriculum.

Approximately half of the book is devoted to the introduction to futurology, in which Haas discusses the history of future studies, defines key concepts that may be unclear to nonfuturists, and describes types of future orientations. Also discussed are trends and forecasts in four areas of future studies concern--emerging values, frontiers of knowledge, technological developments, and persistent social issues. This overview of the field concludes with a discussion of eight methodologies for forecasting the future.

In the next section of the book, Haas presents a list of reasons for including study of the future in the curriculum. These include helping improve students' decision-making skills, fostering creativity, stimulating learning as both pleasant and useful, and helping students adjust to life in a changing world. This rationale is followed by aids in helping teachers decide where to include future studies in the curriculum and what to teach. These aids include a list of 12 futures categories (e.g., communication, family life, energy and other natural resources) subdivided into 131 topics (e.g., human/machine interactions, development of synthetic fuels, and fertility control). Categories and types of skills that could be emphasized in a study of the future are also listed. For each of the six categories of skills listed--access to information, thinking clearly, communicating effectively, understanding man's environment, understanding man and society, and personal competency--Haas lists from 6 to 13 specific skills that can be developed. A list of possible foci for a futures curriculum is also provided. A sample course outline and a list of possible future studies course titles are also given. The book concludes with a bibliography of materials on future studies and futures topics. (LS)

57. GLOBAL STUDIES FOR AMERICAN SCHOOLS

Author:	Howard D. Mehlinger et al.
Publisher:	National Education Association
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 88 pp, $5.95
Subject Area:	Global studies

Global Studies for American Schools presents a strong rationale for teaching global studies, six model lessons, suggestions on how teachers can assess their own global studies programs, and a list of additional resources for global studies. The rationale states that "there is no longer an 'American culture' or 'Russian culture' or 'Japanese culture.' There is a world culture reflected to varying degrees by people in most nations....More than ever before, Americans need to develop a species view, a humankind or global perspective, if they are to understand and function effectively in the global society in which they live. Schools, at the elementary through university level, have the primary responsibility for developing this global perspective in youth." Problems Americans face in making the transition to a global society are discussed, as are various alternative curricular responses schools can make to the demand for global education.

The six lessons, which constitute the major part of the book, are drawn from the six modules of the Global Studies Project sponsored by the Indiana University Social Studies Development Center. These modules were designed "to provide a global studies alternative to existing world geography and world studies textbooks used in junior high schools." The lessons focus on the relationship between human society and the natural environment, communication, benefits and problems of industrialization, energy, alternative lifestyles, and human rights. Each lesson requires one to two or more class periods to complete and includes an introduction, objectives, suggested procedures, and student materials. Techniques include reading, discussion, role play, research, simulation, debate, and gaming. The lessons are complete in themselves, but can be adapted for use in a variety of courses. Teachers may want to use these lessons as models for developing further global studies lessons.

Following the lessons the authors discuss program evaluation; a checklist is provided. Student evaluation is also discussed. Suggestions for establishing objectives in four areas--knowledge, abilities, valuing, and social participation--are given.

The book concludes with a chapter on selected resources for global studies. General publications, organizations, catalogs, guides, and directories are cited. A checklist to help teachers identify possible global studies resources in their own communities is also included. Finally, a checklist for evaluating materials for classroom use is provided. (JH)

58. GUIDEBOOK FOR TEACHING U.S. HISTORY, A

Authors:	Tedd Levy and Donna Collins Krasnow
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	2 books, paperbound, 468 and 504 pp, $15.95 each
Subject Area:	U.S. history

A Guidebook for Teaching U.S. History is a two-volume set "designed to provide practical ideas and resources for developing student understanding of significant historical events and processes." The two volumes--Earliest Times to the Civil War and Mid-Nineteenth Century to the Present--are generally arranged in chronological order. Themes and major ideas are used as subtopics within the chronological presentation to provide flexibility for teachers who use a thematic, issue-oriented, or comparative approach to teaching U.S. history.

Each volume opens with the same introductory chapter--"Teaching U.S. History." This chapter discusses several approaches to teaching U.S. history and describes how the guidebook can be utilized by teachers using the various approaches. Goals, methods, inquiry, and evaluation are also discussed. This discussion is followed by a set of activities which illustrate the topics discussed in the chapter. Many of these activities can be used at the beginning or end of the school year or can be adapted for use at any time. For example, one activity involves groups of students in writing histories of the first day of school from various perspectives. One of the points this activity illustrates is how the tools of the discipline can be used in instruction. A list of resources concludes the chapter.

In each volume, the introductory chapter is followed by a series of chronologically sequenced chapters, all presented in the same format. A brief overview of themes and instructional ideas is presented first, followed by a list of performance objectives. Next are the learning experiences or activities, complete with masters for numerous handouts and worksheets. The last portion of each chapter is devoted to a list of suggested evaluation activities and questions and a list of resources--both print and audiovisual.

Chapter titles in the first volume are "Exploration and Colonization," "The American Revolution," "The U.S. Constitution," "Nationalism and Sectionalism," and "Civil War and Reconstruction." Chapters in the second volume are "Industrialization," "The Frontier and the West," "The Rise of the Cities," "The United States Abroad--To 1945," "Government Responsibility at Home," "The United States in a World Community," and "The United States Today and Tomorrow."

The numerous activities presented are varied, but active student participation in the learning process is stressed. Participation is encouraged through a variety of instructional strategies, including research

with secondary sources, interviews, small- and large-group discussions, role playing and simulations, debates, and use of numerous handouts and worksheets. The handouts provide examples of primary source material for students to read and analyze, questions for use in conducting surveys, moral dilemmas for consideration, tools for analyzing historical data, and instruments for self-assessment. Activities provide opportunities for skill building, knowledge attainment, values clarification, and social participation. For example, in the chapter on the American Revolution, sample activities involve students in analyzing the J-curve hypothesis regarding revolutions (building graph-reading skills); reading a transcript of Benjamin Franklin's testimony before the House of Commons in 1776 (attainment of knowledge about the issues leading to the revolution); role playing recruiters for the Continental and Royal armies (clarifying values about personal characteristics); and seeking signatures on a petition showing support for the tenets of the Declaration of Independence (social participation). (LS)

59. HANDBOOK OF BASIC CITIZENSHIP COMPETENCIES

Author:	Richard C. Remy
Publisher:	Association for Supervision and Curriculum Development
Publication Date:	1980
Grade Level:	K-adult
Materials and Cost:	Book, paperbound, 108 pp, $4.75
Subject Area:	Citizenship education

The purpose of the Handbook of Basic Citizenship Competencies is "to assist teachers, supervisors and curriculum specialists as they develop, implement and assess programs relevant to education for citizenship." Rather than providing a curriculum outline or instructional approach, the handbook aims to clarify what is already known about "a complex educational domain often characterized by frustrating ambiguity."

To that end, Remy has identified seven basic citizenship competencies useful to a wide variety of people interested in citizenship education. They are (1) acquiring and using information, (2) assessing involvement, (3) making decisions, (4) making judgments, (5) communicating, (6) cooperating, and (7) promoting interests. The competencies and related capacities are described in detail. Examples of related capacities for the competency of making decisions are to "develop realistic alternatives, identify the consequences of alternatives for self and others, determine goals or values involved in a decision, and assess the consequences of alternatives based on stated values or goals."

Examples of learning experiences to help develop the competencies are given for four age groups--grades K-3, grades 4-6, grades 7-9, and grade 10-adult. For example, for the competency of acquiring and using information, it is suggested that primary students be asked to identify the best person to provide such information as when the school gym is

open and what cafeteria rules are. Another sample activity--this one for the competency of promoting interests--involves secondary and adult learners in "mapping" a local bureaucratic agency to determine how to obtain various services.

Other aids provided in the handbook include criteria for evaluating citizenship-related activities, a checklist for determining whether and how well curriculum materials cover the competency-related capacities, a working definition of citizenship, and a bibliography.

The handbook is a product of the Basic Citizenship Competencies Project, which has also developed a leadership guide for principals and checklists for teachers, parents, and community leaders. Information on these products is available from the Mershon Center, 199 West Tenth Avenue, Columbus, Ohio 43201. (LS)

60. HELPING KIDS LEARN MULTI-CULTURAL CONCEPTS

Author:	Michael G. Pasternak
Publisher:	Research Press
Publication Date:	1979
Grade Level:	4-8
Materials and Cost:	Book, paperbound, 259 pp, $7.95
Subject Area:	Multiethnic education

This book, which grew out of the Nashville Teacher Corps Multicultural Program, provides activities designed to meet three objectives: "(1) enhancing multi-ethnic and multi-cultural understandings, (2) building healthy human relationships and self-concepts, and (3) improving the multi-cultural climate factors of a school." The book also provides a section on identifying multicultural resources and on leading, organizing, and implementing inservice training for multicultural education.

Teachers developed the 98 classroom activities presented in the book for use with students aged 10-13, but the activities can be adapted for older or younger students. The activities vary in a number of ways. The classroom time required to complete activities ranges from less than 30 minutes to a full school year. Activities can be integrated into social studies, language arts, foreign language, art, science, and physical education classes. Although a majority of the activities focus on topics related to ethnicity and cultural pluralism, several also deal with stereotyping based on age and sex.

Examples of the varied types of activities suggested include creating learning centers related to ethnic art, literature, crafts, music, and language; exploring the ethnic press; role playing such situations as parental opposition to interracial dating, police harassment of black families, and telling an ethnic joke to a member of that ethnic group; simulating a school board debate on use of texts which show bias; analyzing advertisements to determine what ethnic, age, sex, and income groups

they are designed to appeal to; and creating a country complete with its own geography, culture, and government. Many of the suggested activities have a values-clarification component.

The text also includes a number of activities which teachers developed to involve the entire school and the community in multicultural education. This section of the book stresses the importance of developing communication between parents and schools so the goals of the two can be understood and, hopefully, integrated. The activities suggested to meet this goal include holding cultural festivals, sponsoring potluck dinners with food and entertainment representing a variety of ethnic groups, and developing a classroom newsletter for parents. Other activities in this section involve rather sweeping changes to improve the school climate; for example, it is suggested that teachers might "study and revise the school's reporting systems so that it is possible for everyone to feel that she/he is succeeding every day" and "design and develop a new organizational plan to encourage decentralized decision-making which includes parents and students."

The section of the book related to identifying multicultural resources includes--along with an extensive list of print and audiovisual materials available to teachers--sources of free and inexpensive materials, pen pal sources, sample classroom newsletters, and a section on establishing a resource center.

The final section of the book is a selection of papers describing the Nashville experience, with emphasis on the teacher-training element of the program. Selections were written by persons who participated in the program in a variety of roles; authors include a principal, special education teachers, reading teachers, and team leaders. The final selection is a description of strategies for teaching thinking and valuing by Charles B. Myers. (LS)

61. HELPING STUDENTS THINK AND VALUE: STRATEGIES FOR TEACHING THE SOCIAL STUDIES

Author:	Jack R. Fraenkel
Publisher:	Prentice-Hall, Inc.
Publication Date:	1980 (2nd ed.)
Grade Level:	K-12
Materials and Cost:	Book, hardbound, 450 pp, $16.95
Subject Area:	Social studies teacher education

The 1980 edition of Helping Students Think and Value has the same overall objective as the 1973 edition--to help preservice and inservice teachers improve social studies (or other) instruction. The second edition retains the same basic organizational scheme and content as the first edition but has been expanded to include more information on thinking, valuing, and learning, as well as a much-enlarged section on evaluation.

The book's eight chapters deal with the following topics: instructional objectives, selection and organization of subject matter, selection and organization of learning activities, teaching strategies for developing thinking, teaching strategies for developing valuing, evaluation of cognitive objectives, evaluation of affective and skill objectives, and planning units and lessons. Each chapter begins with an overview and a list of objectives for the teacher/reader. This is followed by the body of the chapter, which includes narrative related to key topics and examples of lessons drawn from the social studies. Exercises for the teacher/reader are interspersed throughout the text. Each chapter concludes with a summary, a self-test to permit the teacher/reader to assess whether she or he has met the chapter objectives, and a list of references for further reading.

The chapters of the book devoted to teaching strategies and learning activities describe and illustrate a variety of activities. Many are summarized in easy-to-read charts which will facilitate teacher use in the classroom. For example, a questioning sequence designed to help students identify values in a written passage is clearly laid out in a chart which lists teacher questions, student responses, and teacher follow-through.

Nearly 100 pages are devoted to evaluation. In these pages Fraenkel provides a great deal of information about the preparation and use of various kinds of test items, as well as suggestions for using observational techniques to evaluate students' attainment of objectives. This information should be particularly useful for teachers with limited backgrounds in evaluation. (LS)

62. HOLOCAUST, THE: A STUDY OF GENOCIDE

Developer:	Board of Education of the City of New York, Division of Curriculum and Instruction
Publisher:	Board of Education of the City of New York
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 607 pp, $11.00 (Curriculum Bulletin, 1978-79 Series, No. 13)
Subject Area:	Language arts, social studies, world history

This curriculum bulletin should be extremely useful for secondary teachers planning to teach a unit or course on the Holocaust. It is a well-organized presentation of lesson plans, activities, and readings appropriate for use with students in the secondary grades. The bulletin has two major parts. Part I consists of a useful 51-page content outline from which teachers can select concepts to emphasize in their courses. The entire outline or portions of it could be reproduced for student use.

Part I also contains a "Calendar of Lessons," which includes a two-week course outline with lesson plans for a junior high English class, a nine-week course outline with lesson plans for a senior high English class, several literary selections to accompany the English course outlines, a nine-week course outline for a social studies class, and a two-week unit outline for a world history class. The latter two outlines are keyed to lessons and readings in part II.

Part II, which forms the major part of the book, includes 37 lesson plans for 18 weeks of class time. These lesson plans are arranged into an introduction and seven themes. The introduction focuses on how the study of the Holocaust can alert people to present and future dangers of racism and genocide. The seven themes are (1) the position of Jews in Europe before the Holocaust, (2) how the Nazis rose to power, (3) how racism and anti-Semitism led to the debasement of a modern society and to genocidal murder, (4) how the Nazis carried out their racist policies and genocidal murder, (5) how the victims tried to maintain human dignity, (6) how the rest of the world responded to the plight of the victims, and (7) how the study of the Holocaust can contribute to a more humane world. For each theme a summary, a list of related concept statements, and one or two introductory activities or discussion questions are given.

Each lesson consists of a focus question, an introductory activity (e.g., reading and discussing a quotation, viewing and interpreting a photograph, conducting a discussion), an outline of content emphases, several summary questions, and numerous primary and secondary source readings. Teachers can select the readings most appropriate for their students, or they can assign more-difficult readings to advanced readers and easier readings to average or below-average readers. Each of the 127 readings is followed by several questions for inquiry and discussion.

The book concludes with an annotated bibliography, organized to correspond to the seven themes in part II, and an extensive list of audio-visual materials and sources of further information. (JH)

63. MAINSTREAMING IN THE SOCIAL STUDIES

Editors:	John G. Herlihy and Myra T. Herlihy
Publisher:	National Council for the Social Studies
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 107 pp, $6.25
Subject Area:	Mainstreaming

This collection of writings provides a broad overview of questions about mainstreaming which concern social studies educators. The material addresses two major themes: (1) the need for support systems to help classroom teachers and students and (2) practices and lessons which integrate the support system and the "regular" classroom.

The four opening chapters focus on the first theme. Chapters 1 and 2 provide a broad discussion of what mainstreaming is, a rationale for its implementation, the requirements of P.L. 94-142, and approaches to developing a mainstreaming program. This discussion is followed by a chapter which describes several common service delivery systems and the role of the social studies teacher in each. The fourth chapter explains the individualized education program and provides examples of IEPs of students with different disabilities and at different grade levels.

The next four chapters present effective instructional strategies for teaching those being mainstreamed. Chapter 5 describes five methods of adapting instruction which will permit integration. These are (1) rewriting classroom materials to a lower reading level, (2) grouping students to facilitate learning, (3) redesigning course content to be meaningful to all students, (4) designing worksheets and study guides to supplement text materials, and (5) providing complete individualization of the social studies program.

The succeeding two chapters present more specific strategies for classroom planning and presentation, along with examples of lesson plans and descriptions of units used in mainstreamed classrooms.

Chapter 8 presents activities which elementary and secondary teachers can use to involve the community in mainstreaming. These activities require students to do such tasks as interviewing neighbors regarding their attitudes about disabled persons and evaluating public facilities to determine how accessible they are to disabled persons. The book concludes with chapters on the need for inservice training regarding the education of mainstreamed youngsters and the future implications of the mainstreaming movement. (LS)

64. MASTER CURRICULUM GUIDE IN ECONOMICS FOR THE NATION'S SCHOOLS. PART II: STRATEGIES FOR TEACHING ECONOMICS. BASIC BUSINESS AND CONSUMER EDUCATION (Secondary); UNITED STATES HISTORY (Secondary); and WORLD STUDIES (Secondary)

Authors:	James F. Niss, James B. O'Neill, et al.
Publisher:	Joint Council on Economic Education
Publication Date:	1979-1980
Grade Level:	9-12
Materials and Cost:	3 books, paperbound, 101, 116, and 106 pp, $5.00 each
Subject Area:	Consumer education, economics, global studies, U.S. history, world history

These three books are the third, fourth, and fifth volumes of part II of JCEE's Master Curriculum Guide. Part I of the guide, designed to

be used as a curriculum planning document, presents a conceptual structure of the discipline of economics and "shows how that structure can be used in more effective personal economic decision making." Part I was analyzed in volume 3 of the Data Book. Part II presents practical guidelines for integration of the conceptual framework into the existing K-12 curriculum. The first two volumes, reviewed in volume 4 of the Data Book, cover the primary and intermediate grade levels. A volume related to junior high is due next year. The volumes reviewed here are applicable to secondary classrooms.

These three volumes present a variety of self-contained activities designed to help students develop basic economic concepts and apply these concepts to their study of business and consumer issues, U.S. history, and world studies. Time required, recommended grade level, major and related concepts, objectives, rationale, materials needed, teaching procedures, evaluation, and student handouts are given for each lesson.

The volume devoted to business and consumer education contains 18 lessons that seek to develop economic literacy from the standpoint of the ways economic concepts are used in the decision-making processes of consumers and business managers and how these decisions affect individuals as wage earners and citizens. Procedures such as group discussion, case study, comparison, analysis, simulation, systematic decision making, and evaluation are suggested.

The U.S. history volume includes 13 lessons dealing with economic issues throughout U.S. history, from the colonial period to the 1970s. The lessons involve students in such activities as reading and discussing historical selections, analyzing tables and maps, writing essays, and participating in simulations.

The third volume reviewed here presents 11 lessons that illustrate ways of applying economic analysis to world history and to the contemporary world scene. Sample lessons are entitled "A Primitive Economy," "The Game of Scarcity and Allocation," "Patterns of Economic Development," "Limits to Growth," and "Using Economic Data to Compare Types of Economic Systems." (LS/RM/DB)

65. MORAL EDUCATION: A HANDBOOK FOR TEACHERS

Author:	Robert T. Hall
Publisher:	Winston Press
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 209 pp, $6.95
Subject Area:	Values education

Subtitled Insights and Practical Strategies for Helping Adolescents to Become More Caring, Thoughtful, and Responsible Persons, this book

opens with a discussion of various approaches to moral education. The author concludes that "Moral education is the business of helping students learn to make better decisions and, in particular, to make decisions which reflect knowledge and consideration of the importance of moral values."

This introduction is followed by five chapters presenting five basic classroom strategies or teaching models for moral education. The strategies are adaptable to various settings and all levels from junior high to adult. Rather than being a teaching model, the first strategy--the awareness strategy--is a "collection of learning activities" designed to help students understand their own feelings and values and develop empathy for the feelings and values of others.

The second strategy is called the debate strategy and involves students in taking and defending positions on a variety of issues. The chapter devoted to this strategy gives examples of cases to be debated, steps for using the strategy, suggestions for writing original cases, and tips for stimulating student response.

The third strategy--the rational strategy--is designed to build decision-making skills, including identification of alternative courses of action and consideration of the consequences of each. The concept strategy is the fourth moral education teaching strategy identified by Hall. It involves students in developing definitions of concepts of personal and social value. Modeling is an important part of this strategy. The last strategy discussed is the game strategy, which uses games and role plays to develop skill in interactions requiring moral decisions.

The final five chapters of the book present five units for use in the classroom. Their titles are "Justice: A Social Studies Unit"; "Property: A Business and Economics Unit"; "Honesty: A Humanities Unit"; "Integrity: A Behavioral Sciences Unit"; and "Relationships: A Marriage and Family or Personal Relations Unit." Each unit contains activities based on all five of the previously described teaching strategies. For example, in the justice unit, students complete an "Opinions on Punishment Worksheet" (awareness), debate a skyjacking case in which capital punishment may be invoked (debate), discuss the alternatives available to the manager of a hamburger chain store when he is directed to lay off two employees (rational), role play a college admissions board meeting at which two groups of students--one upper-middle-class and the other lower-class--are making presentations on why members of their group should be admitted to the limited number of spaces available (game), and modeling the concept of justice (concept). Many of the pages in the units can be reproduced for distribution to students. (LS)

66. NEWSPAPER, THE: AN ALTERNATIVE TEXTBOOK

Authors:	J. Rodney Short and Bev Dickerson
Publisher:	Pitman Learning, Inc.
Publication Date:	1980
Grade Level:	5-adult
Materials and Cost:	Book, paperbound, 117 pp, $5.50
Subject Area:	Language arts, social studies

The authors of this useful handbook suggest that teachers can take advantage of students' interest in newspapers in two ways--"by using the newspaper as a reading incentive and as a source of practical information about the world at large." Their book presents numerous strategies for using the newspaper to introduce content and reinforce skills in language arts and social studies classes. The first section of activities suggests nine projects that can be used to introduce a newspaper study (e.g., a scavenger hunt in which students search for such features as political cartoons, banner headlines, wire service designations, and the masthead) and long-term projects that can be continued for a semester or longer (e.g., development of profiles of local politicians).

Each of the following ten sections of the handbook focuses on a particular part of the newspaper: the front page, the editorial page, community cultural events, financial news, the sports page, feature stories, display advertising, the classifieds, vital statistics, and comics and puzzles.

The same format is used to present activities in each section. First is a "Section Survey" activity which orients students to the portion of the paper under study by involving them in analyzing the topics most frequently covered in that section. Quantitative and analytical skills are developed in these exercises.

The survey activities are followed by "Follow-up Findings," which provide data to support the survey findings or to provide a basis for comparative analysis. For example, in the section of the book dealing with the editorial page, students are asked to apply their skills in distinguishing written fact from opinion to spoken messages as well; they do this by interviewing a public official and then analyzing a tape recording of the interview to determine what was opinion and what was fact. Guidelines for analyzing language in making such distinctions are provided.

This activity is followed by a writing activity, generally involving research or field work. For example, students might be asked to design and write an ad.

Each section concludes with a variety of interdisciplinary activities; 55 such activities are included in the handbook. A matrix keys the activities to the grade levels for which they are appropriate. A number of the activities stress language arts skills; numerous others are directly applicable to social studies content and skills. For example, students are asked

to pretend that they have just arrived in a town and are looking for a job and a place to live. They are then asked to study the help wanted ads, selecting three jobs they would apply for; write an application letter to each employer, focusing on why they are qualified for the job; and select an apartment that will be affordable (based on the potential salary) and practical (based on locational factors).

Other activities related to social studies involve students in such activities as studying articles having to do with the balance of trade and simulating trade negotiations with a country that the United States frequently trades with, selecting stories they believe will be significant in a year or two and those that will be of only passing interest, and mapping contacts between a port city in the United States and other areas of the world using data culled from the city's newspaper.

In addition to suggesting numerous social-studies-related activities, the handbook also provides glossaries of newspaper and stock-market terms. (LS)

67. PROJECT BICEP K-6 CAREER AWARENESS CURRICULUM MODEL--SOCIAL STUDIES

Developer:	Project BICEP
Publisher:	Barnstable (Massachusetts) Public Schools
Availability:	From The Network, Inc. (290 South Main Street, Andover, Massachusetts 01801)
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 402 pp, $15.00
Subject Area:	Career education

Project BICEP K-6 Career Awareness Curriculum Model--Social Studies is one of a series of four books which provide teacher-developed career education activities for infusion into the elementary curriculum. The other three books provide activities to be used in reading/language arts, mathematics, and health/science classes.

The activities in all four portions of the program were designed to meet six broad goals: (1) to foster a positive self-concept in students, along with an understanding of individual interests, abilities, etc., (2) to develop interpersonal skills needed for a variety of social interactions, (3) to develop positive attitudes toward the dignity of work, (4) to facilitate rational decision making, (5) to develop knowledge and understanding of occupational information, and (6) to develop understanding of the economics of the world of work. Although the activities in each book are divided into topical sections corresponding to common topics in the curriculum, each activity is cross-referenced to one of these goals.

All the activities are presented in the same visually attractive format. The following information is provided for each: materials/resources

needed; appropriate grade level (primary or intermediate); type of activity (entire class, small group, individual); time required; instructional objective; procedures; supplementary resources; and follow-up activities. Room for teacher notes is also provided, as are masters for numerous student worksheets.

The 88 activities in the social studies book are divided into eight topic areas: self (16 activities), family (4), friends (8), school (11), community (25), geography (14), government (2), and history (8). A broad range of specific topics is covered, ranging from the rewards of work to the relationship between hobbies and careers, bus safety rules, community workers, architectural barriers to employment of disabled persons, and jobs in colonial America. The suggested activities are equally varied; they include discussion, use of worksheets, presenting reports, making business cards for jobs students can do, interviewing adults, creating bulletin board displays and career-related mobiles, building family hobby trees, and doing library research.

All the activities were field tested in the Barnstable Public Schools and were revised on the basis of field-test data and comments from field-test teachers. (LS)

68. PROJECT FOR AN ENERGY-ENRICHED CURRICULUM PACKETS

Project Director:	John M. Fowler
Publisher:	National Science Teachers Association
Availability:	From U.S. Department of Energy (Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830)
Publication Date:	1977-1981
Grade Level:	1-12
Materials and Cost:	23 packets, 3-hole-punched, stapled, 42 to 134 pp, free
Subject Area:	Science, social studies

The Project for an Energy-Enriched Curriculum has developed 23 curriculum packets for teaching about energy-related issues in grades 1-12; additional packets are currently under development. Each packet contains materials for a unit on energy which can be taught in social studies and/or science classes at a given grade level. Throughout the program, basic energy concepts are introduced. These concepts can be summarized under six general headings: (1) energy is a basic need, (2) energy usefulness is finite, (3) energy and the environment are interrelated, (4) energy use affects society, (5) energy and politics are closely linked, and (6) energy planning in the future will require careful decision making.

The specific topics taught at particular grade levels are closely tied to the existing social studies and science curricula. For example, for grade 2, where the community is often the focus of the social studies

curriculum, a packet entitled Community Workers and the Energy They Use has been developed. Secondary units entitled U.S. Energy Policy--Which Direction? and How a Bill Becomes Law to Conserve Energy are designed to be infused into U.S. government or civics units on presidential and congressional power.

Each packet is presented in three parts: an introduction, a teacher's manual, and black-line masters of all student handouts required. The teacher's manual portion of each packet contains instructions for using each of the 4 to 11 lessons included in the unit. For each lesson, these instructions include an overview, student objectives, the target audience (social studies or science), the time required to teach the lesson, materials needed, background information on energy, teaching strategies, and suggestions for extending the lesson. A great deal of information about energy is presented, both in the teacher's manual and on the student handouts. In addition to presenting factual information, however, the materials also reinforce social studies and science skills and emphasize the importance of decision making in dealing with energy issues.

A complete list of the packets and appropriate grade levels is available from the National Science Teachers Association. The packets themselves are available from the U.S. Department of Energy. Also available is an Energy Education Workshop Handbook describing workshop models and activities that can be used to convince teachers that energy education should be included in the curriculum. (LS)

69. PROJECT MAVIS SOURCEBOOK SERIES

Developer:	Project MAVIS
Publisher:	Social Science Education Consortium, Inc.
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	6 booklets, paperbound, 22 to 46 pp, $15.00 for set
Subject Area:	Mainstreaming

This series of six booklets provides a comprehensive examination of teaching visually impaired children in the mainstreamed classroom. Information on educational planning for the disabled child, strategies for working with special educators, and techniques for adapting social studies materials are equally germane to other types of disabilities as well.

Sourcebook 1, Who Is the Visually Impaired Child?, defines visual impairment for the classroom teacher. Common types of visual impairments, their causes, and their implications for classroom behavior are discussed. The author also examines the student's eye report and educational plan. Photographs simulating various levels of visual acuity and several types of visual field limitations illustrate the text.

The second sourcebook, Encouraging Successful Mainstreaming of the Visually Impaired Child, focuses on the importance of a good working relationship between the classroom teacher and the specially trained teacher of the visually impaired. Ideas for including the visually impaired child's parents as partners in the educational team are also given.

The author of Teaching the Visually Impaired Child in the Regular Classroom presents the classroom teacher with a primer on teaching the visually impaired student in a mainstream setting. Planning the visually impaired child's educational program, defining roles of members of the service delivery system, obtaining special materials, equipment and support services, establishing the classroom environment, and guidelines for effective teaching are among the topics covered.

Social Studies for the Visually Impaired Child presents strategies for adapting common social studies activities for the visually impaired child. Discussions, research, map and globe skills, field trips, and interpretation of pictures are only some of the activities discussed. The importance of social studies for the disabled is stressed.

Sourcebook 5, Important Concerns in the Education of Visually Impaired Children, describes the development of current service delivery systems in education of the visually impaired and analyzes the advantages and disadvantages of each. The sourcebook concludes with a discussion of crucial learning areas for visually impaired children and a list of appropriate role responsibilities for the classroom teacher and the specially trained teacher of the visually impaired.

The last book in the series, Resources for Teaching Social Studies in the Mainstreamed Classroom, presents a list of four kinds of resources for teaching in the mainstreamed classroom: (1) readings on visual impairments and the teaching of visually impaired students, (2) organizations and agencies providing services to the visually impaired or related professionals, (3) materials and equipment useful in teaching the visually impaired child, and (4) materials for teaching about disabilities. (LS)

70. SECONDARY SOCIAL STUDIES: INSTRUCTION, CURRICULUM, EVALUATION

Authors:	Jack L. Nelson and John U. Michaelis
Publisher:	Prentice-Hall, Inc.
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Book, hardbound, 343 pp, $17.95
Subject Area:	Social studies teacher education

This secondary social studies methods text will be useful to practicing teachers interested in "practical teaching suggestions and examples

in addition to consideration of larger issues in the field." Rather than beginning with a discussion of the various rationales for social studies, the book uses an organizational structure designed to emphasize putting ideas into practice. Thus, the first chapter focuses on defining social studies and developing goals and objectives. Guidelines for writing objectives are presented.

The book's second chapter, entitled "Planning for Classroom Instruction," provides detailed information about planning for units and lessons. Emphasis is given to the importance of providing for different modes of study and for individual student differences.

Chapters 3 through 6 focus on strategies for developing knowledge, thinking processes, reading skills, and other skills (e.g., observation and communication skills, discussion skills, listening and speaking skills, map and globe skills, and time and chronology skills). Values instruction is the focus of Chapter 7.

Chapter 8 deals with teaching about a variety of controversial issues. The reasons for teaching about such issues and methods of presenting them in the classroom are discussed. Chapter 9 explores the importance of the learning environment established in the classroom and the teacher's role in setting that environment. A number of methods of extending the learning environment are discussed; these include team teaching, field experiences in the community, role playing, small-group work, use of case studies, and use of instructional media.

The text's tenth chapter discusses phases and types of evaluation and construction of various kinds of assessment devices. Numerous examples are presented. The text's final chapter examines rationales for teaching social studies and discusses professional development.

Each chapter in the book begins with a checklist of statements with which teachers are asked to agree or disagree. For example, one item in the chapter on valuing is "We should go beyond teaching values and valuing processes and get students involved in action projects that further equality and justice." The authors have included these items, which present divergent viewpoints, to stimulate discussion and thinking about important questions in social education. The main body of each chapter, which includes many practical suggestions for use in the classroom, is followed by a brief list of discussion questions and activities and a list of references. (LS)

71. SOCIAL STUDIES IN THE MAINSTREAMED CLASSROOM, K-6

Authors:	Anna S. Ochoa and Susan K. Shuster
Publishers:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/ Social Science Education
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 130 pp, $11.95
Subject Area:	Mainstreaming

Social Studies in the Mainstreamed Classroom was written by a social studies educator in partnership with a special educator. Their collaboration is designed to "facilitate the implementation of a conceptually sound social studies curriculum, while recognizing the unique instructional demands that handicapped students present." Each of the book's seven chapters covers a different aspect of the topic of mainstreaming in the social studies.

Chapter 1 describes former methods of educating disabled students and contrasts these methods with the present trend toward integration. Such considerations arising from mainstreaming as identification of disabled students, use of medication, class size, support personnel, in-service training, discipline, grading, expectations, and grouping are briefly discussed. The second chapter discusses setting of social studies goals for disabled children.

Chapter 3, which constitutes one-third of the book, provides a structured examination of social studies instruction for students with disabilities. Seven categories of disabilities are covered: mental retardation, learning disabilities, hearing impairments, emotional disabilities, visual impairments, speech and language impairments, and physical disabilities. For each condition, the authors provide descriptions of the nature of the condition, associated learning problems and their impact on social studies learning, strategies for modifying instruction, a sample adapted lesson, and sources of information about the condition.

Chapter 4 covers evaluation of student performance, using other than traditional paper-and-pencil tests. Recommended methods of assessment include assigning tasks which require application of target skills, use of worksheets, discussion, and observation.

Chapter 5 describes methods teachers can use to provide for individual differences in the classroom. IEPs are briefly discussed, and an example is given. Chapter 6 describes activities which can be used to help all students learn about disabilities, within the context of teaching about individual differences. Role plays, simulations, discussions, and use of media are among the strategies suggested.

The final chapter provides an analysis of seven major elementary social studies series to determine (1) to what extent people with disabil-

ities are represented in the materials and (2) whether provisions for teaching students with special needs are made in the teacher's materials. The analysis indicates that "most [of the series] contain few or no specific suggestions for modifying activities to fit the needs and capacities of handicapped students. Content about handicapped people and handicapping conditions is sparse...." (LS)

72. SOCIAL STUDIES SOURCEBOOK, THE: IDEAS FOR TEACHING IN THE ELEMENTARY AND MIDDLE SCHOOL

Author:	Frank L. Ryan
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1980
Grade Level:	1-8
Materials and Cost:	Book, paperbound, 320 pp, $14.95
Subject Area:	Social studies

The Social Studies Sourcebook provides 477 classroom activities for use by elementary and middle school teachers. The author hopes that teachers will gain a greater understanding of the instructional topics chosen as content organizers and "an enthusiastic commitment to integrate current instructional trends into personal classroom practices." The author assumes that teachers using this book have acquired or are in the process of acquiring knowledge of these current instructional trends and are in need of specific examples of classroom applications.

To meet this need, the book presents activities in four major areas: skills, concepts, topics of study, and affective/evaluative domain. Skills covered include thinking processes; research skills; informational skills; map, globe, and space utilization skills; and time and chronology skills.

A rationale introduces each section and subsection. This rationale is followed by various activities. For example, activities for learning about the concept of "rules" include "School Rules," "Rule Observations," "Create a Rule," "Observing Personal Rules," "Rules of the Road," "Rule Enforcement," "'Hard' Rules," and "No-Rules Hour." The activities generally involve direct student participation and often include follow-up questions. Grade-level suggestions are not included, so teachers must use their own judgment in determining which activities are appropriate for their particular students.

Most of the activities can be used to supplement ongoing units of instruction. Teachers could also select related activities from the skill, concept, topic, and affective sections to create their own units. (JH)

73. STUDY AND TEACHING OF SOCIAL SCIENCE SERIES, THE

Editor:	Raymond H. Muessig
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	6 books, paperbound, 90 to 158 pp, $4.95 each or $19.95 for set
Subject Area:	Anthropology, economics, geography, history, political science, sociology

The Study and Teaching of Social Science Series comprises six books, each devoted to a social science discipline: anthropology, economics, geography, history, political science, or sociology. The series is a revision of a 1965 work--The Social Science Seminar Series--which was designed to help teachers apply the "structure-of-the-disciplines" theory in their classrooms. The 1980 edition, in addition to providing updated information on the disciplines, is more eclectic and less related to a particular theory of social studies education. Instead, it provides basic information about the disciplines, along with a variety of teaching strategies which can be used by teachers with widely differing philosophies.

Each book opens with several chapters devoted to the nature of the discipline and its uses. These chapters comprise the major portion of each book. The series editor states that the authors of the texts, specialists in the various disciplines, were asked to "deal with the nature and development of his field, goals of and purposes served by the discipline, tools and procedures employed by scholars, significant and helpful literature in the field, and fundamental questions asked and ideas generated by the academic area." Example chapter titles from the book on anthropology are "The Study of Humankind," "The History of Anthropology," "Methods of Anthropological Research," "Significant Research in Anthropology," and "Fundamental Insights from Anthropological Research." The material is presented in nontechnical language; the text on economics is particularly notable in this regard.

The final chapter of each book presents "Suggested Methods for Teachers." The activities suggested are keyed to particular goals in teaching the discipline to students. For example, the activities in the text on geography are divided into three sections titled "Helping Students Understand the Nature of Our Environment," "Helping Students Examine Developed, Technically Advanced Societies and Developing, Traditional Societies as Major Human Systems," and "Thinking Geographically About the Future."

The activities suggested are varied, ranging from visiting city council meetings and role playing reactions of various interest groups to analyzing novels to determine the norms they reveal, having students arrange photographs so that the events depicted are in chronological order, and simulating a greeting card production line. Although suggested grade levels are given for each activity, many of the activities are adaptable for a range of ages and ability levels. (LS)

74. TEACHING ETHNIC AWARENESS: METHODS AND MATERIALS FOR THE ELEMENTARY SCHOOL

Author:	Edith W. King
Publisher:	Goodyear Publishing Co., Inc.
Publication Date:	1980
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 207 pp, $9.95
Subject Area:	Multiethnic education

Teaching Ethnic Awareness is divided into three major parts. The first presents a theoretical and philosophical basis for teaching about and recognizing ethnicity in the elementary classroom. Key terms are defined, and the importance of recognizing group and personal identity within the American culture is discussed. Tips and cautions for implementing multiethnic education are presented. An interesting feature of this portion of the handbook is a copy of one teacher's lesson plans for a fourth-grade unit on ethnicity; the teacher's comments on how activities worked and pre/posttest results are provided. The first part of the book also includes a chapter on using the community as a resource; a questionnaire for assessing parents' interest and ability to serve as resources is provided. In the final chapter of this section, King discusses the history, current status, and possible future directions of multiethnic education.

The second portion of the text presents activities tailored for three grade levels--kindergarten and early elementary (seven activities), middle elementary (five activities), and upper elementary (eight activities). Follow-up activities suggested with each core activity significantly increase the total number of activity suggestions. Activities suggested for kindergarten and early elementary grades include making self-portraits, presenting puppet shows with a pluralistic focus, and designing and building a multiethnic dollhouse. At the middle elementary level, students are involved in visiting museums, role playing ethnic families, and ranking identifying terms (e.g., male, student, white American) in order of their importance to the student's sense of identity. At the upper elementary level, activities include assessing how important ethnicity is to individual students, creating an "ethnicitree" for the class, and evaluating ethnic education in the school. Masters for worksheets are provided for each section of activities.

The final part of Teaching Ethnic Awareness is an annotated list of resources for the classroom teacher. (LS)

75. TEACHING UNITED STATES HISTORY TODAY

Author:	Arthur Clubok
Publisher:	J. Weston Walch
Publication Date:	1980
Grade Level:	5-12
Materials and Cost:	Book, spiralbound, 174 pp, $7.50
Subject Area:	U.S. history

Teaching United States History Today is a well-thought-out and practical resource for teachers of U.S. history at both the secondary and elementary levels. In the introduction, the author states that "the direction for developing an American history course and other social studies offerings should evolve from a comprehensive examination of American society, from the needs of the students taking the course, and from the nature of the subject to be taught. Organizing a course around each of these three dimensions, rather than from a narrow subject-matter perspective, can provide students with the experiences and insights that will make American history most meaningful and stimulating to them."

After expanding upon this theme, Clubok lists criticisms of elementary and secondary history courses as found in a review of the literature. In response to these he suggests ten practical guidelines to improve history courses. General knowledge, skill, and value and attitude objectives are then listed. Following this is a content outline consisting of analytical questions focusing on the political organization, economic structure, and social structure of our society. From the various guidelines, objectives, and content questions presented in the introductory chapter, teachers can select foci for their courses.

The remainder of the book is also most useful. The emphasis is on "providing activities that are people-centered, offer concrete examples of ideas and trends, and aid the teacher in the development of the specific knowledge, skills, values, and attitudes that focus on recurring themes and movements thrughout our history." Chapter II focuses on teaching about the nature of history and the historical method. Many practical classroom activities are described, as they are in every chapter. For instance, in discussing the steps of the historical method, Clubok presents two pages of chronologically ordered questions that can be assigned to students for the first stage--identification of a problem. Examples include "Did the Zenger case guarantee a free press?"; "What was Lincoln's opinion of black people before the Civil War?"; and "Who was responsible for the Kent State tragedy?"

Chapter III focuses on teaching social studies skills--reading skills, communication skills, skills in working with various visuals, and group participation skills. Some of the activities in this section are quite creative, and all relate the skills to social studies content. The fourth chapter discusses teaching with motivators and suggests many games, puzzles, and word activities, as well as ideas for using guest speakers, field trips, ethnic days, legends, bulletin boards, and 12 types of activities to help students develop the ability to "find out for themselves."

Chapter V focuses on questioning techniques. Various types of questions, hints for conducting discussions, the effectiveness of questions, and sample questions are all discussed or illustrated. Decision making and value clarification in U.S. history courses is the subject of chapter VI. The use of case studies and vignettes, role playing, simulations, attitude surveys, and other strategies are described with numerous examples. The final chapter includes annotated bibliographies for students and teachers, sources of additional materials, and detailed information on the production and use of transparencies and slides. (JH)

76. TEACHING WORLD HISTORY THROUGH THE NOVEL

Author:	Sharon Bannister
Publisher:	J. Weston Walch
Publication Date:	1980
Grade Level:	7-12
Materials and Cost:	Book, spiralbound, 91 pp, $7.50
Subject Area:	World history

This teacher's manual annotates and arranges more than 300 novels that can be used by junior and senior high school teachers in European and world history, as well as Western civilization courses. The objective is to arrange the novels in various ways that allow teachers and students to gain access to them for teaching and studying history. An additional purpose is to interest students in reading history as an enjoyable activity.

The manual is presented in five sections. The first section contains introductory material, including the rationale, instructions for using the manual, an overview of the organization, and definitions of the three reading and comprehension levels noted for each book. It also suggests 17 student activities, including discussion; simulating interviews with characters in the novels; writing journals that record political, social, economic, and philosophical factors; videotaping scenes; creating extensions of the novels; doing research about the historical events; constructing tabletop scenes; making bulletin boards; illustrating the novels; viewing films; researching family histories; and visiting museums.

The next three sections list the novels by author and title in chronological, geographical, and thematic order. The chronological list covers six historical periods: ancient and classical civilizations to 800 A.D., medieval civilization (800 to 1500), the Renaissance and Reformation (1500 to 1648), the old regime (1648 to 1815), the 19th century (1815-1918), and the 20th century. The geographical chapter categorizes the novels by six broad areas, with subcategories by country: the British Isles; Continental-Mediterranean Europe; Asia; the Middle East and Africa; the Soviet Union, Mexico, and Latin America; and various utopias. The thematic section includes listings on war, revolution and rebellion, role of women, rulers, organization of society, social criticism and political commentary, imperialism and race, developing countries, religion, self-knowledge, the generation gap, and utopias. The books are arranged

chronologically within each thematic section, with a parenthetical note concerning the historical period covered.

The final chapter annotates each novel and includes author, title, number of pages, a 50-word plot summary, and both reading and comprehension levels (easy, medium, and difficult).

This manual will be very helpful for teachers wishing to enliven their history courses through the novel, particularly in ascertaining the contents of the books. The various arrangements increase access to the books in relation to a particular time period, country, or theme. Lack of copyright dates and publishers' names and addresses and the fact that some of the books are out of print could detract from the manual's usefulness and be frustrating for the user. Most of the books will be available at local libraries, however. (CK)

ANALYSES OF ERIC DOCUMENTS

ANALYSES OF ERIC DOCUMENTS

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77. AGING IN AMERICA: FACT, FICTION AND FEELING

ED 186 289

Author:	Mary A. Strubble
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	107 pp, EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS
Subject Area:	Aging

Thirteen lessons on aging in America, appropriate for the secondary school level, are presented. The presentation of each one-day lesson includes the lesson goal, objectives, background information, materials and equipment needed, procedures, reproducible student handouts, and evaluation forms. In the first lesson students examine their feelings and beliefs about aging. Subsequent lessons identify changing demographic and social characteristics of older people in the United States, examine the diversity of the older population, determine criteria for judging "oldness," and analyze growing older in the United States through a study of lyrics of popular songs. Students also discuss the effects of judging certain behaviors as appropriate or inappropriate for certain age groups, the mass media as reinforcers of age stereotypes, and the needs and problems of older people. Other topics include the role of work in society and its impact on the older population, the validity of pervasive age stereotypes, and methods of improving the quality of life for older Americans. A three-page test of concepts and issues and a list of teacher resources conclude the document. (KC)

78. CAREER EDUCATION IN THE SOCIAL STUDIES

ED 179 435

Editor:	Carole L. Hahn
Publisher:	National Council for the Social Studies
Publication Date:	1979
Grade Level:	K-12
Materials and Cost:	67 pp, EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS
Subject Area:	Career education

This handbook provides lessons in career education that can be infused into the social studies curriculum in grades K-12. The handbook opens with a description of how the four components of the NCSS curriculum guidelines--knowledge, abilities, valuing, and social participation--relate to career education. Elementary-level lessons include studies of

community workers, parents' careers, assembly lines, and house designing. Middle school activities cover using the newspaper, reading maps, role playing, doing research about careers, values clarification, applying and interviewing for jobs, and personal finance. High school lessons involve students in such activities as publishing a newspaper, examining the impact of underemployment through role playing, a tax information and assistance project, investigating women in the job market, and simulating labor-management negotiations. Lessons are presented in varying formats, but the social studies curriculum component, grade level, and possible courses applicable to each are given. An annotated bibliography and definitions of basic career education terms are included. (KC)

79. CONSUMER EDUCATION SOURCEBOOK

ED 180 861

Authors:	Dorothy Lungmus et al.
Publishers:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/ Social Science Education
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	131 pp, EDRS price: MF-$0.83 plus postage; PC-$9.32 plus postage. Also available from Social Science Education Consortium, $9.95
Subject Area:	Consumer education

This sourcebook is designed to help K-12 teachers who wish to incorporate consumer education content into their courses. It provides an annotated list of currently available student and teacher resources for consumer education. Student materials include current (1976 or later) textbooks, supplementary print materials, audiovisual materials, and games and simulations. The grade level, reading level, price, subject area, strategies and requirements for use, and consumer economics focus are provided for each entry. Categories for teacher materials are handbooks and sourcebooks providing background information on consumer economics, curriculum guides for planning courses or programs, and a variety of materials indexed in ERIC. Local, state, and national consumer organizations and relevant periodicals are also listed. An instrument for analyzing consumer education materials is provided. This instrument will permit districts or teachers to evaluate specific materials on the basis of how well they meet district objectives. (KC)

80. CURRICULAR DIMENSIONS OF GLOBAL EDUCATION

SO 012 613

Publishers:	Research for Better Schools, Inc. and Pennsylvania State Department of Education
Publication Date:	1979
Grade Level:	K-12
Materials and Cost:	Check RIE (see page 6)
Subject Area:	Global studies

This document discusses the curricular implications of global studies for teachers of all subjects and grade levels, emphasizing that the global approach can facilitate integration of knowledge. The document's purpose is to help educators become aware of the implications that global studies has for their areas of interest. The document opens with a description of a model interdisciplinary global studies course and an overview of global studies education in the United States. Ways of integrating science and other curriculum areas to present a realistic world picture are discussed, as are the implications of global education for early childhood education. The relationships between global studies and multicultural education, art, foreign languages, and school administration, structure, and climate are discussed. Two chapters present key concepts from the fields of health and nutrition and social studies that provide the critical issues for global studies. The concluding chapters suggest a variety of teaching strategies in the areas of mathematics and environmental education. (CK)

81. DEALING WITH ENVIRONMENTAL ISSUES: THE USE OF SIMULATION

SO 012 453

Authors:	William E. Patton and William W. Wilen
Publisher:	Ohio State Department of Education, Office of Environmental Education
Publication Date:	1979
Grade Level:	K-12
Materials and Cost:	Check RIE (see page 6)
Subject Area:	Environmental education

This paper provides a rationale for using a decision-making model in teaching about environmental issues. Specific steps in creating a simulation are outlined, and the use of simulations in the classroom is illustrated. The authors define the objective of environmental education as providing learning opportunities for students to know, think, choose, and act regarding pervasive social issues from local to global levels. Within that context, simulations involve students in approximations of

real-life environmental issues. Procedures outlined for a decision-making model include identifying a problem, defining the desired solution, identifying alternatives for accomplishing the desired outcomes, and selecting the best alternative. The hypothetical simulation that concludes the paper involves applying these decision-making procedures to the problem of storage of toxic chemicals near a school playground. (Author/CK)

82. ETHNIC STUDIES PROJECT: MULTI-ETHNIC HERITAGE LEARNING DIRECTIONS

ED 186 345

Authors:	Ralph T. Brande and Allen S. Argoff
Publisher:	Community School District 22, Brooklyn, New York, and the New York City Board of Education
Publication Date:	1979
Grade Level:	K-12
Materials and Cost:	155 pp, EDRS price: MF-$0.83 plus postage; PC-$10.82 plus postage
Subject Area:	Multiethnic education

This ethnic studies resource guide contains background readings and lesson outlines on various ethnic groups, which elementary and secondary teachers can use to prepare classroom lessons. The teacher-developed guide consists of two major sections. The first contains historical and cultural background readings for teachers on black, Chinese, Greek, Irish, Italian, Jewish, Polish, and Puerto Rican Americans. Also included for each ethnic group are bibliographies of print and nonprint materials for both students and teachers. The second part of the guide contains lesson ideas and activities that teachers can use to teach about the various ethnic groups. Included among the many suggestions for classroom activities are having students read books, view filmstrips, participate in classroom discussions, learn songs, play ethnic games, make picture books, and take field trips. (Author/RM)

83. GUIDE TO GAMES AND SIMULATIONS FOR TEACHING ECONOMICS, A

ED 180 873

Authors:	Cathy R. Wilson and Mark C. Schug
Publisher:	Joint Council on Economic Education
Publication Date:	1979 (3rd ed.)
Grade Level:	K-12
Materials and Cost:	91 pp, EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS. Available from publisher, $2.00
Subject Area:	Economics

This guide provides an annotated list of 130 games and simulations for elementary and secondary economics courses, outlines procedures for using games, and reviews research studies on social science games and simulations. The games and simulations selected for inclusion involve the use of economic behavior, goals, and/or concepts; are applicable to a variety of classroom situations; and are commercially and/or publicly available. For each entry listed, the guide presents the title, source, subject matter, grade level, approximate playing time, cost, number of participants needed, and a description of objectives and procedures. Addresses of publishers and distributors are included. The guide also discusses constructing, selecting, and using games in the classroom and provides a bibliography on the subject, as well as a summary of current research on instructional games in economics and the social sciences. (KC)

84. GUIDE TO MULTICULTURAL EDUCATION, A: KINDERGARTEN THROUGH GRADE THREE

ED 182 225

Publishers:	Los Angeles Unified School District and California State Department of Education
Publication Date:	1978
Grade Level:	K-3
Materials and Cost:	606 pp, EDRS price: MF-$1.17 plus postage; paper copy not available from EDRS. Available from Los Angeles Unified School District, $4.00
Subject Area:	Multiethnic education

This teaching guide presents multicultural learning activities for grades K-3. The objective of the guide is to promote cultural awareness

and understanding by developing in students acceptance of their own and others' heritage. The guide contains nine sections, each focusing on one of the following topics: self-identity and awareness of others, family life, working and playing together, food, traditional folk arts and crafts, folk music, stories and storytelling, words and numbers, and celebrations and costumes. Each section presents background information; selected teacher references, some briefly annotated; a goal and three sample objectives; suggested learning activities and teaching methods, including the discipline in which the activities might be used and relevant materials; and a cross-cultural grid designed to provide quick comparisons among black, European/Mediterranean, Hispanic, American Indian/Eskimo, and Asian Americans. A selective bibliography of multicultural literature published since 1970 concludes the document. (CK)

85. HOW TO REDUCE VOCABULARY INTERFERENCE WHEN TEACHING ELEMENTARY SOCIAL STUDIES

ED 184 933

Authors:	Sharon Wall Kossack and Edward Reichbach
Publication Date:	1979
Grade Level:	K-6
Materials and Cost:	10 pp, EDRS price: MF-$0.83 plus postage; PC-$1.82 plus postage
Subject Area:	Reading in content areas

Problems related to elementary school students' ability to read social studies materials are discussed. Emphasis is placed on the task that confronts the student while reading social studies materials and on the teacher's role in helping students improve their reading skills. Vocabulary is identified as the major factor contributing to reading difficulties. Five categories of vocabulary are discussed--standard, transitional, technical, changeable, and phrases. Suggestions to remedy problems associated with these categories of vocabulary words include pairing slow readers with more-advanced peer tutors, preparing guides to direct students to ideas within specific paragraphs, offering oral as well as written examinations, exploring multiple meanings of words with students, and frequently exposing students to unfamiliar words. (DB)

86. INDIANA IN THE WORLD

ED 186 289

Publisher:	Indiana State Department of Public Instruction
Publication Date:	1978
Grade Level:	7-12
Materials and Cost:	88 pp, EDRS price: MF-$0.83 plus postage; PC-$6.32 plus postage
Subject Area:	Global studies

This handbook for secondary teachers contains activities, exercises, and strategies designed to make more obvious and concrete the opportunities local communities and states provide for students to learn about and participate in global affairs. A major objective is to help high school students develop the competencies needed to identify and assess the significance of the contacts and connections between life in their states and hometowns and life in cities and villages around the world. Each of the 33 activities included in the handbook is self-contained, with objectives, materials needed, and suggested procedures for classroom use given. Many kinds of activities are included. For example, in one activity students survey local civic, service, and religious organizations to determine ways they are linked to the world. In the "Take a Trip Abroad" activity students plan for an imaginary trip, including filling out a passport application. Other activities help students assess the impact of foreign students, recent immigrants, and ethnic restaurants on their state and its communities. In addition, ethnic ties and language influences are examined. Although the handbook was written for Indiana teachers, teachers from other states can easily use or adapt the activities. (Author/RM)

87. JUST-US IS YOU? (TEACHER'S MANUAL)

ED 178 454

Author:	Karen DeMunbrun
Publisher:	Constitutional Rights Foundation
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	33 pp, EDRS price: MF-$0.83 plus postage; PC-$3.32 plus postage
Subject Area:	Legal education

The purposes of this teaching manual are to provide teachers with writing assignments related to the justice system and to generate newspaper materials for Just-Us, a newspaper written by and for students

studying the justice system in the United States. Eight issues of the paper are published during the school year and distributed to law-related education classes in 13 states. The manual contains teaching strategies, 14 student assignments, and student guidelines for submitting articles to Just-Us. Student assignments include writing feature articles, fiction, news stories, and editorials; conducting interviews and survey and opinion polls; and developing articles for a consumer law column. Students are also assigned to teach a law-related topic, in which they must list objectives and evaluation methods as well as teaching strategies. Case studies, a "Dear Abby" column, and cartooning are also included. (KC)

88. MIDDLE EAST CONTENT PRIORITY TEACHING GUIDE, THE

ED 178 417

Author:	Jerrold E. Fix
Publisher:	Middle East Institute
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	46 pp, EDRS price: MF-$0.83 plus postage; PC-$3.32 plus postage. Also available from publisher, $1.50
Subject Area:	Area studies

This teaching guide presents variations of a social studies unit on Middle Eastern culture, history, and geography to aid secondary teachers as they develop and implement Middle Eastern area studies programs. The guide is presented in four parts, each representing a version of the unit suitable for teachers with a particular amount of time available--3, 6, 9, or 18 weeks. Each unit is organized into four major categories: geography; politics, history and economics; religion; and lifestyle. Information provided includes copies of outline maps, suggestions for appropriate books and filmstrips, discussion questions, background information, definitions, and case studies. Activities involve students in investigating stereotypes, map and globe work, reading and writing exercises, library research, and discussing controversial issues in the classroom. A bibliography concludes the document. A related document, ED 178 418, provides evaluative annotations of teacher materials related to the Middle East. (DB)

89. MULTI-MEDIA APPROACH TO TEACHING LOCAL GOVERNMENT ON THE SECONDARY LEVEL, A

ED 179 475

Authors:	J. Hugh McTeer and Barry N. Jackson
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	38 pp, EDRS price: MF-$0.83 plus postage; PC-$3.32 plus postage
Subject Area:	Local government

This document offers numerous suggestions for creating and using media in teaching local government. The authors suggest that news be collected from newspapers and that news and forum discussions on local radio stations be recorded. Forms and pamphlets can be collected from offices of the court clerk, probate judge, tax commissioner, police department, zoning commissioner, and voter registrar. Detailed instructions for preparing and showing slides are provided. Possible topics for slide shows include activities of the police department, courts, correctional facilities, and county commissioners. Preparation of transparencies of county maps, methods for computing taxes, and current issues is described, as is the use of circuit boards and computer-aided instruction. Finally, field trips and a voter registration program are suggested. (KC)

90. SOURCES OF STRENGTH: WOMEN AND CULTURE

ED 184 982

Authors:	Lisa K. Hunter et al.
Publisher:	Far West Laboratory for Educational Research and Development
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	667 pp, EDRS price: MF-$1.17 plus postage; paper copy not available from EDRS. Available from Education Development Center (55 Chapel Street, Newton, Massachusetts 02160), $13.00
Subject Area:	Multiethnic education, women's studies

This teacher's guide presents teaching methods, content, and learning activities for units in multicultural women's studies. The major objective is to help secondary students answer the question, "How much control can a person exercise over his/her own life?" The guide opens with an introduction to the curriculum, its rationale, content, and neces-

sary teacher preparation. The second chapter presents a unit on socialization and its impact on personal choice. The third chapter, the major part of the document, consists of four topics and an essay entitled "Women's Power." Topics cover the traditional, historical, personal, and changing roles of women in Nigeria, women in China, African-American women, and Chinese-American women in relation to societal influences and economic, political, and personal power. Oral history interviewing and students' expectations of themselves are discussed in the last two chapters. Each of the content chapters includes an introduction, educational objectives, readings, teacher notes, teacher background material, and learning activities. The activities include reading, viewing films, comparing, and interviewing. An annotated bibliography of student materials concludes each chapter. (CK)

91. STUDY CANADA: AN OVERVIEW

ED 186 325

Authors:	Robert L. Monahan et al.
Publisher:	Center for Canadian and Canadian/American Studies
Publication Date:	1979
Grade Level:	7-12
Materials and Cost:	73 pp, EDRS price: MF-$0.83 plus postage; paper copy not available from EDRS. Available from publisher, single copies free
Subject Area:	Area studies

This document presents the first of five units on Canada developed for use in American secondary schools. This overview unit offers a sequence of information sheets for students and class activity suggestions for teachers. A comparative approach stressing an understanding of Canada from both Canadian and U.S. viewpoints is used to help students acquire general knowledge and understanding of Canada and Canadians and how they compare with the United States and its peoples. Time required is one to three weeks. Topics covered are physical regions, political regions, history, culture, and government of Canada. One activity is suggested for each topic; these include brainstorming, debating, writing paragraphs, mapping, graphing, and making a time line. For each activity, objectives, materials needed, teaching procedures, teacher background information, and reproducible student handouts are provided. (CK)

92. TEACHING ABOUT/LEARNING FROM: AFRICA

ED 178 387

Authors:	Henry A. Bucher et al.
Publisher:	University of Wisconsin, Madison
Publication Date:	1978
Grade Level:	7-12
Materials and Cost:	26 pp, EDRS price: MF-$0.83 plus postage; PC-$3.32 plus postage
Subject Area:	Area studies

This document suggests methods and materials for introducing students in junior and senior high school social studies courses to African culture and history. The document is presented in five parts. Part I proposes objectives for studying about Africa. Part II suggests 14 criteria for evaluating teaching materials about Africa. Part III recounts how Alex Haley's Roots can be used as a resource for connecting Africa with black studies. Part IV suggests traditional and modern African literary works which can serve as a basis for study of African colonialism, nationalism, history, and civilization. The final part explains how a film produced by the United Nations, Fear Women, can help students understand the status of women in Ghana. Readings, audiovisual aids, and activities are suggested throughout. (DB)

93. TEACHING FUTURE STUDIES TO SECONDARY SCHOOL STUDENTS: A CURRICULUM

SO 012 602

Author:	William R. Kepner, Jr.
Publication Date:	1979
Grade Level:	10-12
Materials and Cost:	Check RIE (see page 6)
Subject Area:	Future studies

This publication describes a semester-long course for teaching future studies to secondary school students. Objectives are to help students recognize that change will occur, that change in one area will affect other areas, that the future can be influenced, and that they can help create a more desirable future. To implement the course teachers must purchase or have access to print and nonprint publishers' materials. Students are involved in many classroom discussions, view films and slide shows, read journal articles, play games, and participate in many group projects. Two ongoing activities involve students in keeping a journal in which they react daily to activities and ideas and developing a cross-impact matrix on weekly topics. The course consists of five units. The first

unit is an introductory unit which increases student awareness of future studies and future thinking. In the second unit students examine population growth, pollution, energy problems, and other concerns of a global nature. Students are introduced to urban planning and the nature of formal forecasting efforts in the third unit. Unit 4 deals with highly personal choices and decisions the students may have to make in their own lives. In the fifth unit alternate lifestyles and the need for changing institutions and laws to meet changing times are explored. Also included in the publication is a bibliographic essay citing resource materials for teachers. (Author/RM)

94. URBAN PLANNING AND COGNITIVE MAPPING: AN ELEMENTARY SCHOOL PROGRAM IN URBAN ECOLOGY

SO 012 100

Authors:	Lola P. Hanson and Kim Hanson
Publisher:	University of Virginia
Publication Date:	1978
Grade Level:	K-6
Materials and Cost:	Check RIE (see page 6)
Subject Area:	Urban studies

This teacher's guide describes an urban studies program which can be used with children in grades K-6. The program comprises five units which explore concepts and practical issues of consumption in the home, health and well-being, commercial enterprise, transportation and networks, and production. Each unit's content is discovered through four types of activities: teacher-led discussion, research, map making, and dramatic play. The guide suggests how to schedule the activities according to the educational level and background characteristics of individual classes. Basic materials used throughout the program are wooden building blocks and six-inch-high human figurines. These materials are used by the students as tools for cognitively mapping the classroom floor space into a miniature urban model. The model becomes more complex and refined as students progress through the units. Interspersed throughout the guide are sample worksheets and newsletters. (AV)

95. WOMEN IN AMERICAN HISTORY: A SERIES

ED 186 340-343

Author:	Beverly Sanders
Publisher:	American Federation of Teachers
Publication Date:	1979
Grade Level:	10-12
Materials and Cost:	58, 80, 74, and 95 pp, EDRS price: MF-$0.83 plus postage for each document; PC not available from EDRS. Available from Education Development Center (55 Chapel Street, Newton, Massachusetts 02160): Book 1-$1.25; Book 2-$1.75; Book 3-$1.50; Book 4-$2.00; shipping charge of $1.30 should be added for each title ordered
Subject Area:	U.S. history, women's studies

This series of four books is designed to supplement U.S. history textbooks at the high school level. The series highlights both women who were famous and those who were not. Each book focuses on the roles, expectations, rights, and work of women in a particular era in U.S. history. Book 1 discusses women in the colonial era and during the early American republic (1607 to 1820). The second book covers the ages of expansion and reform (1820 to 1860). Book 3 discusses the role of women during and after the Civil War. The final book in the series discusses the role of women in the years from 1890 to 1920. Excerpts from letters and diaries are used throughout the series to bring women's experiences to life. Questions and suggested activities are found at the end of each chapter in the four books. (KC)

96. WORDS INTO ACTION: A CLASSROOM GUIDE TO CHILDREN'S CITIZENSHIP EDUCATION

ED 184 915

Authors:	Joseph J. D'Amico et al.
Publisher:	Research for Better Schools, Inc.
Publication Date:	1980
Grade Level:	K-12
Materials and Cost:	96 pp, EDRS price: MF-$0.83 plus postage; PC-$6.32 plus postage
Subject Area:	Citizenship education

This booklet presents information to help teachers understand three influences on children's citizenship development and offers practical sug-

gestions to enrich their citizenship education experiences. The three influences on citizenship development are role models, institutional environments, and individual development. Chapter I summarizes theory and research on the complexity and purpose of citizenship education; describes an active approach to citizenship education; and explores the significant influences upon children of role models, institutional environments, and individual development. Chapter II describes 36 interdisciplinary activities and programs for elementary and secondary students that can be adapted to a variety of learning situations. For each activity the booklet identifies grade level and subject area, skills involved, materials needed, time required, objectives, and directions. A concluding section summarizes activities for children to do at home or in their community. These are described in depth in a related document, ED 184 916. (AV)

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